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# NATHANIEL TOPLIFF ALLEN

## TEACHER, REFORMER
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NATHANIEL T. ALLEN

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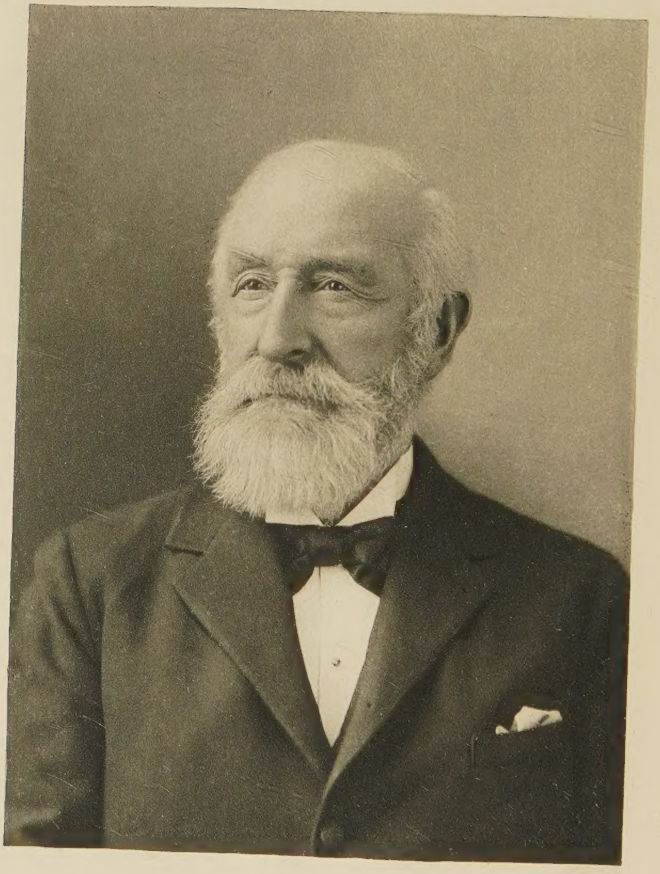

Nath'l T. Allen

# NATHANIEL T. ALLEN

## TEACHER, REFORMER, PHILANTHROPIST

By MARY A. GREENE, LL.B.

"*The path of the just is as the shining light, that shineth more and more unto the perfect day.*" — PROVERBS, 4 : 18.

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1906

He drew around him, with magnetic power, a circle of relatives and friends who were inspired with the same aspirations. His biography cannot be written without constant reference to those who helped to make the English and Classical School at West Newton, Massachusetts, a power in the educational world.

In his later years of comparative leisure, when he had given up class-room instruction, he began to write out his reminiscences. This manuscript, brought down as it was nearly to the date of his marriage, has been invaluable as showing the germination and development, in his early manhood, of his life-purpose and his characteristic methods of dealing with the young. It appears almost in full in this volume, though the plan of the work has made a rearrangement of the material a necessity.

A friend of Mr. Allen, one of the editorial staff of the "Boston Herald," has drawn his portrait in the following, which appeared as an editorial, on August 3, 1903, when the news of his death reached Boston: —

"He won not only the respect and confidence of those whom he taught, but their lasting affection, for he gave himself to education of

character as enthusiastically as to the education of the mind, and he was a manly example of truth, justice, charity, and cheerfulness in all his relations with them. His chosen profession did not monopolize his interest, nor in any manner narrow the breadth and generosity of his nature. All causes promoting the welfare and elevation of humanity engaged his ardent sympathy; to many of them he gave steady and active support, not only of means, but of earnest labors. He loved his own race, but his school and his heart were open to all races whom God had made to dwell upon the earth. He was an ardent patriot; but he could never be brought to approve wrong and oppression because the existing government had given its countenance to them. He loved all that was beautiful and righteous in the nation's life; he regretted and he strenuously opposed, at whatever sacrifice of honors or friendships, all that was unjust and deforming. He was comrade and counsellor with many of the devoted and heroic souls whose service of the ideal republic, as a commonwealth of men and women serving God in liberty of spirit, with singleness of aim, has made their names honored in succeeding generations of their coun-

trymen and constantly powerful to advance political, social, and religious reforms all over the world. So he lived for nearly eighty years, a life of truth, sweetness, courage, and trust, clear and noble in all its walks and relations, doing dutiful service with unfeigned sincerity to the high causes of virtue, freedom, temperance, education, peace, equal rights, and divine righteousness. In the fulness of years, and while enjoying the serene fruitage of his labors, he departs from life at the expected summons, leaving a blessed memory for the comfort of his friends."

M. A. G.

Providence, R. I.,
September, 1906.

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# NATHANIEL T. ALLEN

## CHAPTER I

### THE ALLEN FAMILY OF MEDFIELD

No history of the life of Nathaniel T. Allen can be written without taking into account his sturdy New England ancestry and parentage, and the circle of brothers, sisters, uncles, aunts, and cousins whom he drew around him by the force of an unusually affectionate nature, and who themselves possessed in an unusual degree not only the same love of their kin, but were each, with varied talents, men and women of intellectual and moral power.

There is a tradition that the family is of Scotch descent. Certainly a recital of Scotch characteristics seems a recital of the strongly marked characteristics of this family whose individuality was so great that the jest first applied to the Beecher family was fitted to them, and the community where they lived was said to be divided into "saints, sinners, and the Allen family."

In 1649, James Allen, who, ten years before,

had come from England with his wife Anna, and settled in Dedham, Massachusetts, became one of a company of fifty to remove to a tract in the western part of Dedham which they named "Medfield," or "Meadfield," in allusion to the broad meadows along the banks of the Charles River. Here, on land still owned and occupied by his descendants, James Allen built his home, known as "Castle Hill." It escaped the fate of most of the houses when the Indians fired the town in King Philip's War, for the burning shavings thrown by the redskins through a window fell upon a trap-door, dropping, without harm, through the burning door, into the cellar.

At the beginning of the last century, when Ellis Allen, father of Nathaniel, brought home his wife, Lucy Lane, of Scituate, the old homestead was a large, unpainted house, of two stories, with a large chimney in the middle, the only ornament being a Doric scroll over the front door. Near the house was the well, with its curb and sweep, and "moss-covered bucket," near which stood the large horse-block, from the top of which more than one generation had mounted the patient horse, father on the saddle, mother on the pillion behind, and a boy in

front, bestriding the neck of the good-natured beast. To the north of the well was a grass plot and garden, with peach-trees, apple-trees, and everything one could find in a typical New England orchard. Not far away was the barn, which often at night sheltered a crowd of Indians, in earlier days, who expected, and received, as a matter of course, a generous breakfast. Near by, too, was the low, wooded stony eminence of Castle Hill, so called by a party of surveyors, who conveyed it to the Allen family in acknowledgment of hospitalities.

Here, where six generations of Allens had reared their families to lives of integrity, uprightness, industry, sobriety, and reverence for religion, Nathaniel Topliff Allen was born. As he has himself written full sketches of his parents and their children, we will let him tell in his own words of his early surroundings.

"Of the seventh generation of the Allen line in this country and in Medfield, I was born September 29, 1823, upon the spot of land never owned by others than members of our family, being the fourth son and fifth child of Ellis Allen and Lucy (Lane) Allen. Upon my paternal side I claim the Puritan strain, while upon the maternal side, through the Pilgrim stock

of Plymouth, the line takes us to Elder Brewster. Thus was blended the stern Puritan and the milder, though no less conscientious Pilgrim.

"I am sensible of the influence of each in my make-up. From historical data, from legend and from knowledge (intuitive, philosophic), the conviction is forced upon me that those traits of character found in reformers have been prominent in the family stock for many generations, not alone in this country, but through many previous generations in other countries, to the bold venture shown in coming to this then wilderness. In imagination I have seen my Allen ancestor of a dozen or more generations ago leave the Romish church for the English Episcopal or the Scotch Presbyterian; hence, in three generations, he moves for greater freedom to the Puritan faith, and soon, for freedom, to America. The Puritans who settled at Dedham under the religious guidance of Reverend John Allin, cousin of my ancestor James Allen, were of the less severe Calvinists. The same progressive spirit continued to influence the Allens, for, in two or three generations from their arrival in America, their names do not

I believe, appear as *church members*, though supporters of the religious societies through personal attendance at church, and tax-paying. Upon the great religious awakening termed the Channing movement, which found sympathy with very many of the educated and prominent people of Massachusetts, the Allens were found ready to unite themselves to the movement. My grandfather, Phineas Allen, was deacon of the First Parish Church in Medfield after it became Unitarian. It might be related how the seventh generation of this family moved in harmony with Theodore Parker, and thence to the so-called 'broad Unitarians.'"

Ellis[6] Allen, second son and third child of Phineas[5] (Noah[4], Noah[3], Joseph[2], James[1]), born September 10, 1792, is well remembered by many pupils of the Allen School as "Grandpa Allen," a kindly, venerable old gentleman, with a magnificent head of snowy hair and strongly marked features. He died March 6, 1875, eighty-two years of age. A farmer all his life, he took the greatest interest in all moral reforms, peace, temperance, woman's enfranchisement, and especially the anti-slavery movement, though he differed somewhat from

his friend William Lloyd Garrison, in that he believed in voting. Samuel J. May, Fred Douglass, and others, white and black, were visitors at his home, while anti-slavery and temperance periodicals, "The Liberator," and the "Christian Register," furnished the reading-matter of his family. He was a frequenter of conventions of the advocates of reforms, accompanied whenever possible by his wife and children. All being singers, with excellent voices, the family were cordially welcomed, and rendered valuable service at these meetings. Of Ellis Allen, his friend Garrison wrote, "I shall always hold him in remembrance as one of the tried and true of the old Guard of Freedom, whose feet were planted upon the Everlasting Rock, whose faith and courage never faltered as to the ultimate triumph of the righteous cause. That triumph he happily lived to witness with the joy and thankfulness of Simeon of old, and towards its achievement he did his part by his example, testimony, and works." Such was the father of Nathaniel T. Allen.

His mother, Lucy Lane, was a woman of brilliant natural gifts, of fine physique, handsome of countenance, with striking features

and dark eyes. She was born June 25, 1793, married to Ellis Allen April 11, 1814, and died at the home of her son Nathaniel, in West Newton, June 1, 1889, at the great age of ninety-six years, lacking a few days. "Yet was not her eye dimmed, nor her natural force abated." Her mental vigor, and her keen interest in current events, was amazing, continuing to within a few days of her death, and her physical powers seemed unimpaired. She had a remarkable fund of buoyant cheerfulness, and a rare capacity for teaching, handed down, no doubt, from her Pilgrim ancestor, who, in Holland, was a professor in the University of Leyden, but is known in American history as Elder William Brewster of Plymouth.

Her son Nathaniel writes of her: "To the maternal side do I owe, I judge, very great, if not equally valuable traits which have influenced our family, bringing, through the Lanes, probably of Huguenot ancestry, a strain admirably adapted to complement the strong Allen blood. A versatility, a sanguine nervous temperament, unusual conversational brightness, and decided intellectual independence are prominent characteristics

of the Lanes," and, in other branches of their line, a brilliant inventive genius, as witness the inventions of James L. Plimpton (cousin of Nathaniel Allen), namely, roller-skates, and the Plimpton sofa-bed, among others less widely known.

Lucy Lane Allen, "Grandma Allen" to all the boys and girls, survived her golden wedding twenty-five years. Hers was the first of a series of golden weddings in the Allen family, her son Nathaniel even living to enjoy his own.

Thus it appears that the children of this couple were well born. They inherited great physical strength, increased by farm work and plain living, and by high thinking. There were eight, one of whom, a daughter, Fanny Lane, born December 17, 1825, dying at the age of not quite six years, is thus tenderly remembered by her brother: "A beautiful character, the mother predominating in her make-up. She was deeply mourned by the family, and the loving mother could hardly be reconciled." But it was to be fifty-seven years before she should lose another of the circle of seven sons and daughters remaining to her.

Of these seven, the eldest, William Cowper Allen, born January 20, 1815, survives all the

rest, now hale and hearty, at the age of ninety-one (1906). Broad-shouldered, deep-chested, strong and muscular, cheerful, generous, and affectionate, the father of nine sons and three daughters by two wives, he has seen eight generations of his own line, having been held in the arms of his great-grandmother, and is himself a great-grandfather. In early life he was a famous runner, of deer-like fleetness, and a fine singer, and has always been a great reader, especially fond of poetry. He learned the machinist's trade at Waltham, Massachusetts, at the same time and at the same bench with Nathaniel P. Banks, who was later a general in the Federal army in the Civil War, and a governor of Massachusetts. The two were warm and lifelong friends, and were prominent members of the famous Dramatic Club of Waltham, of which Banks was the leader. Mr. William Allen's life has been passed as a farmer in Medfield.

The remaining four of these brothers have all been, at some period in their lives, teachers in the English and Classical School at West Newton, Massachusetts, founded by Nathaniel T. Allen, and have helped to make it famous, so that that pioneer institution of modern peda-

gogy is fittingly known to the public as the Allen School, the achievement of a family.

George Ellis Allen, born April 15, 1817, was a magnificent specimen of manhood, five feet ten inches in height, weighing two hundred pounds, with a chest girth of forty inches, the same as that of all the brothers, and with great physical strength. At eighteen years of age he was famous as "the strong man" of the town. At one time he lifted a huge cask of wine, equal in size to two barrels, with but one hand, using clamps. Yet he was withal nimble and lithe, jumping through his clasped hands and back again. "Possessed of the most genial traits of character, combined with the strictest integrity and a broad common sense, his kindly feeling and generosity of time, labor, and money brought him universal love and respect, and made him in every sense a public citizen, and an example and an inspiration for the best and purest in life." He was, for about twenty years a member and the chairman of the school committee of Newton, president of its common council five years, two years a member of the board of aldermen of Newton, and, in 1868, a member of the Massachusetts legislature. For over forty years his handsome face and

figure were seen in the class-room, and he is remembered by thousands of his pupils as a beloved teacher, an associate-principal of the Allen School for many years, cheery, quick-witted, and jocose, a most happy spirit. His death, September 27, 1888, at the age of seventy-one, was due to the effects of a strain of the back and kidneys in his early manhood.

Joseph Addison Allen, the third of the group of brothers, born April 25, 1819, was also a man of prodigious physical strength, of the height of his brother George, but not as heavy, and was a superior wrestler and skater. He was clear-headed in discussion, quick-witted, of unyielding tenacity and perseverance, while his personal magnetism and love of fun and merriment secured the strong and lasting regard of his pupils, and even of his opponents. Hon. Andrew D. White, LL. D., who at the age of twelve became his pupil at the Academy in Syracuse, New York, in 1844, says, in his "Autobiography" (vol. i, pages 8–11): —

"There, by good luck, was Joseph A. Allen, the best teacher of English branches I have ever known. He had no rules and no system; or, rather, his rule was to have no rules, and his system was to have no system. To most

teachers this would have been fatal; but he had genius. He seemed to divine the character and enter into the purpose of every boy. Work under him was a pleasure. . . . Geometry was made fascinating by showing its real applications and the beauty of its reasoning. It is the only mathematical study I ever loved. In natural science, though most of the apparatus of schools nowadays was wanting, Mr. Allen's instruction was far beyond his time. . . . He was an excellent musician, and a most helpful influence was exerted by singing, which was a daily exercise of the school. I then began taking lessons regularly in music, and became proficient enough to play the organ occasionally in church; the best result of this training being that it gave my life one of its best, deepest, purest, and most lasting pleasures."

Many other leading educators confirm this opinion concerning Joseph A. Allen. His brother Nathaniel says that he owes to him his first real awakening to the object of school work, and that he had the exact make-up for the renowned teacher; he was ingenious, an intuitive reader of character, a diviner of the thought of youth, and remarkably successful as a disciplinarian. Many of his pupils can

recall how those piercing dark eyes seemed to read the deepest secrets of their souls! Beginning to teach at the age of eighteen, in the common school of Medfield, he taught every grade of school and academy, and was twice superintendent of the State Reform School for Boys at Westboro, Massachusetts, and for three years a trustee of the State Industrial School for Girls, at Lancaster, Massachusetts. He was at one time president of the State Normal and Training School at Fredonia, New York. An enthusiast in music, he was, at various periods, a conductor of singing schools and other musical organizations. He was connected with the school at West Newton, as associate-principal, from 1869 to 1881, and again from 1886 to 1895. His last years were spent at the old homestead at Castle Hill, where he died, July 17, 1904.

Lucy Maria Allen, the eldest sister, born August 5, 1821, was called "The noblest of Medfield-born." A very beautiful woman in form and spirit, she was beloved by young and old. Her voice was very superior in tone, power, and compass, and she became well known as a singer. Lowell Mason was so impressed with her singing that he offered her a musical edu-

cation free of cost, which her mother was unwilling she should accept, disapproving of a public life for her daughter. She married James Davis, of Northboro, Massachusetts, and had a family of fine children, one of whom, Anna A., now Mrs. Edward B. Drew, of China, was a teacher of the kindergarten in the school at West Newton. Lucy Maria Davis was a strong abolitionist, and her home in New York State was a station of "the underground railroad" for slaves escaping from the South to Canada. She survived her husband, dying in 1900.

Nathaniel Topliff Allen was born September 29, 1823. He was the tallest of the family, five feet eleven inches, weighing a hundred and eighty pounds, with the same chest girth as his brothers. His physical strength was not known, even to himself, but, under Dr. Winship's gymnastic plan, after two months' training, he lifted eleven hundred and fifty pounds. Dr. Dio Lewis considered him the strongest man he ever knew. He himself attributed his power of endurance, in spite of a lifetime spent in the class-room and at the desk, to the care he took to preserve the strength he had received by inheritance, by a life of industry, frugality, and

temperance, with regular daily exercise in the open air, daily cold baths, and regular hours for sleep. The latter he felt was not quite attained, the care of developing and sustaining the school at West Newton for nearly fifty years having curtailed his hours for sufficient rest in sleep, but he retained his vigor to within a short time of his death, when a weakening heart obliged him to live more quietly than had ever been his expectation to do. His character will be noted in its development through the pages of this book.

Abigail Ellis Allen, the youngest sister, born May 17, 1828, had all the family characteristics in large measure, and was lively, mirthful, affectionate, generous, and philanthropic, a successful teacher and organizer, very frank and outspoken, yet so warm-hearted that she was much beloved in the community, where her influence was very strong, She was a member of the Newton school board, an uncompromising advocate of woman suffrage, of adequate wages for women's work, and of strict temperance. She married Charles D. Davis, of Northboro, brother of her sister's husband, who still survives her. She died at her home in West Newton, July 31, 1896.

James Theodore Allen, born August 29, 1831, was in infancy somewhat sickly, "for an Allen," but later developed the family vigor and great chest girth. He had the most diversified talents of the family, with all their affection, love of mirth and good cheer, and gift of song. To this he added a strong dramatic talent. He was a thoroughly trained educator, "with a keen insight into the springs that require adjustment in the individual student; a most successful teacher of mathematics and the kindred sciences, and in fitting pupils for college and scientific schools." He took a lasting pleasure, as all his brothers did, in following the future career of the pupils, in whatever sphere of life they were found. He was decided and earnest in his views, forcible as a speaker and writer, and prominent in civic affairs. He studied at the State Normal School at Bridgewater, Massachusetts, at the Rensselaer Polytechnic Institute at Troy, New York, where, after graduation, he taught some years, and pursued classical studies in Germany. He became a teacher in the school at West Newton in 1860, and continued there as associate-principal till his death, June 9, 1900.

This was the family that spent a happy childhood in the old home, till Nathaniel was nine years of age. Then, moved by a desire to obtain a larger income and better educational advantages for their family, the parents went to Waltham, where a new cotton factory offered work to all who came. In those days only native Americans were employed in the mills, and it was considered a perfectly proper occupation for persons of good family. Ellis Allen at once took a position as a respected citizen, was placed on the town's school committee, and was made superintendent of the Sunday school, while taking boarders on the factory company's farm. His children when not in school worked in the factory, thus aiding in the family's support. His son Nathaniel says:—

"It was through the three years spent in Waltham, attending school, alternating with work in the cotton manufactory, card-room, spinning and dressing-rooms, that I became familiar with cloth-making machinery, and the character of the operatives in that community,—a valuable three years' influence on my character. During the winter of 1835–36, I returned to the homestead, and lived there

with Grandfather Allen, attended school, and did the chores for the family. Being a favorite of grandfather's, I was much with him in his social visits, and in going to mill to grind grain. My grandfather (Deacon Phineas Allen, had been a Revolutionary soldier, enlisting in 1780, when but sixteen years of age. He was present at the execution of André. He was a charming gentleman of the old school. In August, 1836, my grandfather died. In the spring of that year, my father had returned to the homestead, where he remained during his life, though he died at West Newton, while on his usual winter visit there.

"Thus, fortunately, my life upon a farm was renewed. With father, mother, brothers, and sisters, our home was almost an ideal one. We worked in entire harmony, each cheerfully contributing to the family's support. Brother Joseph was a very successful teacher of singing, and drilled us so we gave concerts in a quiet way, in connection with various meetings in our vicinity; Lucy Maria, soprano; Abby, alto; George, bass; myself, tenor; William aiding in the bass. These were not long continued. The celebrated Hutchin-

son family were then at the height of deserved popularity, with whom we heartily sympathized on anti-slavery and temperance."

In later years he writes: "The extremes of life, childhood and age, should be passed in the country, especially childhood." He ever counted it an important part of his equipment for his life-work, and for many years his dream was of an evening of life spent in a stone house which he would erect on a part of the old farm. At times this seemed as if it might be realized. But it was ever to be a charming castle in the air. Perhaps it was better so. Our air castles are apt to shatter at a touch, and prove to be mingled with more mortal clay than we had thought. But one of his most precious golden wedding gifts was a map of the road between West Newton and Medfield, exquisitely drawn by a niece, tracing with a golden line the twelve miles over which he drove many times during the last thirty years of his busy life, appropriately marked, "A Favorite Drive."

## CHAPTER II

### LAYING THE FOUNDATIONS

THE reminiscences of the years of education and early school-teaching are very fully written. They begin thus: —

"The years succeeding Father's return from Waltham to the home farm, in the spring of 1836, I labored on the farm, attending the district school, winters — taught by men of varying teaching capacities. There was one who, believing in corporal punishment, watched us during his prayer, and threw a ruler to those he saw out of order. This they were to take to him, and receive a blow from it as he took it. Another practised the most foolish class of punishments: holding out books at arm's length, picking up bits of paper, one by one (prepared by him evenings), scattered on the floor, holding down nails on the floor, and sitting under a desk. Being full of fun, and roguish, I did my full share in bringing matters to a climax, and the school was closed!

"I was then taken to Northboro, and at-

tended the Centre school, taught by brother Joseph. And what a change! In Joseph was seen a master mind, and a genius, wide awake, creating enthusiasm and ambition to do. The school consisted of sixty or seventy pupils, ranging in age from ten to twenty years, Joseph (himself but twenty), the only teacher, earnest in real school work, and without the least attempt on his part to use *fear* punishments of the kind above mentioned. This was my first real awakening to the object of school work, most valuable to me at that age, sixteen."

The two winters following were spent at the home in Medfield, attending the district school, and, fortunately, the teachers were men who gave great attention to literature, reading, and elocution, one of them being "the finest instructor in elocution I ever knew," the other "a man of rare gifts, and an awakener of ambition in his pupils and their parents."

"In the autumn of 1842, after the summer's farm work was completed, so I could be spared, I spent some weeks at Northboro, in the family of my uncle, Rev. Joseph Allen, studying by myself, and with Augustus Whipple and my cousin, Edward A. H. Allen, in preparation for teaching a school at Mansfield, Massachu-

setts. The success of my brothers Joseph and George, and of my sister Lucy, in teaching, influenced me to do likewise. Never a very strenuous student of text-books, under the incentive of making preparation to pass the ordeal of examination by the school committee of Mansfield, and stimulated by the ambitious and excellent Whipple, I accomplished much good work."

Augustus Whipple was a poor, orphaned lad, who was taken into the family of Rev. Joseph Allen, D. D., and educated at his expense. He graduated brilliantly from Harvard and the Divinity School. Before entering upon his chosen life-work, he desired to go to seek out his relatives in a distant state, and while on the journey was scalded to death by a boiler explosion on a Hudson River steamer. His tragic story was, in after years, frequently told to the students in the Allen School, who were encouraged to record in their daily journals the reasons why his life was not a failure, nor the efforts made by Dr. Allen in his behalf wasted and unfruitful.

As this scholarly uncle exercised a deep influence on the developing character of his nephew Nathaniel, who spent much time in that home

of classic culture, we pause here to introduce that benignant and lovable minister, and his family of scholarly sons, each of whom taught in the school founded at West Newton by their cousin Nathaniel.

Rev. Joseph Allen, D. D., was the oldest brother of Ellis Allen. He was a graduate of Harvard College. Indeed, all the sons of Deacon Phineas Allen, except Ellis (the father of Nathaniel) and Noah, were graduates of Harvard. Joseph Allen did not inherit the great physical strength for which the family was noted, though of active frame, light and sinewy, living to the age of eighty-three. But he did inherit the *teaching* gift, and the musical talent. He was scholarly in tastes, delighting in study for its own sake. He kept through life a special fondness for the classics, conducting much of his correspondence in Latin, and for years keeping his diary in that language. He was strict with himself, allowing no careless or imperfect work. To a warmth of temperament he added sound common sense and a just judgment. From the time when, at the age of six, after "reciting a piece," the schoolmaster patted him on the head, and told him he must be a minister, that plan remained in his mind,

and was fostered by his parents. After completing his theological course at Cambridge, Massachusetts, he became, in 1816, at the age of twenty-six, minister of the Unitarian church at Northboro, remaining as such more than fifty-six years, till his death in 1873. A rare spirit, of sweetness and sympathy, fond of youth, and ever young in heart, he was greatly beloved by all. The letters to him from his nephew Nathaniel breathe an affectionate regard, and gratitude to him for his Christian counsel and aid.

His sons inherited the refinement and scholarly tastes of their father. They lacked somewhat of the skill in discipline of their stalwart, alert Medfield cousins, for they were apt to become so absorbed in the beauties of Vergil, Homer, or Shakespeare, that they forgot the very existence of the class of lively girls and boys before them, till rudely reminded of it by some especially loud outburst of disorder. Then, the few gentle words of reproof, though apparently unheeded at the time, sank deep into the heart of more than one pupil, with a sense of grief at having caused pain to so lovely a spirit. But their sympathetic nature, almost boyish freshness of heart, and a love of fun,

received from their excellent mother, Lucy Clark (Ware) Allen, made them most delightful instructors for those who really wanted to learn. From them the pupils learned to know and appreciate the literary and historical merits of the classic and modern authors, and not merely, as in many schools of the period, to parse and construe, in a mechanical fashion, as if the grammatical rule were the only end and aim.

Rev. Joseph Henry Allen, D. D., the eldest of these, was the author, with Prof. W. B. Greenough, of the Allen and Greenough series of Latin text-books, a writer of theological works, lecturer on ecclesiastical history at the Harvard Divinity School, and a fine preacher. He taught the classics in the school at West Newton from 1871 to 1874.

Rev. Thomas Prentiss Allen was an associate-principal of the school from 1864 to 1868. On his death, in the fall of that year, his cousin Nathaniel wrote to the bereaved father, "Where shall we look for a man of Prentiss's years who has more earnestly, generously, conscientiously, prayerfully, yes, and successfully, labored for others?"

Edward Augustus Holyoke Allen was ever a

beloved and intimate friend of his cousin, in whose school he taught from 1872 to 1874. His own life was devoted to the profession of teaching, and he was also a frequent contributor of articles on education to various magazines.

But perhaps the most widely known of this group was the youngest, William Francis Allen, professor of ancient languages and history in the University of Wisconsin from 1867 to 1889, an author of Greek and Latin textbooks, a voluminous writer, chiefly of historical works. He taught in the school at West Newton from 1856 to 1863. "Although naturally a student, he touched society at every point, and 'his life was a sermon of admonition and a hymn of praise.'"

These families of Northboro and Medfield cousins were very intimate, visiting back and forth a great deal, from their early years, exchanging clothes that one set had outgrown, and passing them on to the younger members in the other family, in the good old-time fashion. They studied together, travelled together, and consulted together. This was especially true of the cousins Edward and Nathaniel.

Fortified by the instructions of Uncle Joseph, the young candidate successfully passed the ordeal, and began his life-work. On the Sunday before his school opened, his rich, powerful tenor voice made such an impression that he was invited to the choir of the Unitarian church in Mansfield, and very shortly was engaged to teach a singing school at a dollar per evening for ten evenings. He was thus launched upon district and singing schools without any previous experience in teaching either. The singing school, with the aid of Lowell Mason's "Manual," was a success, and, best of all, the previous discordant and opposing factions in the church choir were united, working harmoniously under his leadership, though some of them knew more of music than he. The reorganized choir created quite a sensation, as they again appeared, united, in the church service.

The district school was held in a very ordinary building, with no entry, ell, or shed for the wood. The door was opened by a latch of whittled wood, lifted by a string, and the desks were of unpainted, but not unwhittled, plank. Some of the pupils were older than their teacher, and the whole company was so unruly

that the teacher of the previous winter had left in disgust in the midst of the term.

During the noon recess, on the first day of Mr. Allen's term, some roguish youth placed upon the blackboard an enormously exaggerated drawing, labelled "Teacher's Boots." "I told them how unpleasant and disrespectful it was, though their teacher's feet were no doubt large, but, suppose you should attempt to make a drawing of my *nose?* There would not be room upon the blackboard! (The only blackboard in the room was about two feet and a half by one and a half.) This brought a laugh, as intended, and the pleasant relations between pupils (consequently, parents) and teacher were established and maintained to the end.

"Having experienced in person, and observed the influence of corporal puishment in school, exasperating some characters and cowing others, I determined to maintain order without the aid of ferule, stick, or cowhide, so common, and almost universal in the schools of that time. So far as I remember, I *shook* one pupil, a peevish lad of about twelve years. With that exception, I recall no instance where a pupil was punished during the term."

Another experience in this first school proved of value. To encourage and stimulate a young class in spelling, he offered a reward of one or two cents to the pupil who should be at the head of the class at the end of the week. "In a very brief time," he says, "the excitement became so intense and the jealous rivalry so unpleasant that this means of securing earnest work was promptly discarded, never to be practised again in any school. At that time, and for many years after, Franklin medals were given in the Boston schools, but are now discarded, thanks to Horace Mann's influence and that of my friend, Edwin P. Seaver, who refused, when principal of the Boston English High School, to give them."

One of the pupils in this Mansfield school, after many years of experience as a teacher himself, said that the influence of Mr. Allen's brief term of two months gave him an impetus toward education which had never ceased to inspire him.

As for the young teacher himself, we may infer that the school committee were satisfied, for they asked him to remain for another term. But he desired a more prominent and better paying position.

The next winter, after a little further study with Uncle Joseph, the Cedar Swamp School at Northboro was undertaken, and, with a singing school and a Lyceum to attend, the winter was interesting and profitable, and the thoughts of the young man turned toward teaching as a profession.

So, the next winter, he was glad to accept the invitation of his uncle, Phineas Allen, who was also a Harvard graduate and a teacher, though just at that time temporarily occupied otherwise, to spend that season with him at Northfield, and attend the Academy. His intimate friend and cousin, Edward, was also there, and they pursued their studies together, tramped together over the country, collecting minerals together, singing together, and cementing an intimacy which lasted till the death of Edward in 1898. The two cousins took schools in Northfield, and decided to prepare themselves more thoroughly for the profession of teaching by entering the Normal School at Bridgewater, Massachusetts.

Nicholas Tillinghast was then principal, "an all around gentleman, teacher, and educator." He was a graduate of West Point, and afterwards an instructor there. Christopher

Greene of Potowomut, Rhode Island, great-grandnephew of General Nathanael Greene, was associated with Mr. Tillinghast. He was a graduate of West Point, too, and they were both royal men, well adapted to the work, clear and exact in class-room drill, broad souled, liberal-minded moral reformers. It was a liberal education to come under the influence of such men. Mr. Tillinghast especially was an embodiment of clearness, thoroughness and *exact* truthfulness, inspiring his students with admiration for his character.

"The system of instruction was thoroughness personified, everything, especially mathematics, being made minutely clear. Extremely interesting to us," writes Mr. Allen, "were the new and original methods and analyses, and the habit of independent thought. Perhaps two thirds of our class which entered in August, 1844 (the seventeenth class in the history of the school), had taught previously, so were somewhat mature in their development."

Of course, wherever that strong tenor voice went (bass, later in life), its owner was a member of the choir, and was invited to teach singing school. So it was in Bridgewater,

and, in addition, he taught the Normal students the principles of singing, the first time such a class had been formed. Thus he was able to earn something towards his expenses. "Cousin Edward and myself rented a room and kept house, living largely on bread and milk and simple dishes cooked by ourselves, the full cost not exceeding a dollar and a half a week. Without entering into the minutiæ of the doings, suffice it to say that we were kept on the *qui vive*, and were healthy, physically and mentally. This was true of the students in general, while morally it would be difficult to find a body of youth so earnest and filled with such a spirit of devotion to high ideals. Many of them in after life filled important positions and led lives of great usefulness. In this class were Richard Edwards, principal of the normal schools of Salem, Massachusetts, and of Illinois, a doctor of divinity, and a very able man; Joseph Littlefield, assistant superintendent of the Perkins Institution for the blind, at South Boston, who died young; and George L. Andrews, a remarkably talented man who graduated from West Point and became a major-general in the Civil War.

"Cousin Edward and I began morning baths, running half a mile or more at 5.30 A. M., and plunging into "Carver's Pond." We kept this up till Thanksgiving, the last of November, when the ice formed on the edge of the pond. As we ran back, ice would often form in our wet locks of hair. I remember meeting our landlord, Colonel Washburn, on the street one morning as we returned. As he shivered at our early bath, I gathered some ice from my hair and playfully threw it at him. We experienced only good and invigorating effects from this heroic practice.

"At the close of the term, many of us left to join our families, and to go to the schools we were to take charge of the coming winter. I branched out in the district school at Northfield, introducing such new methods learned at Bridgewater as seemed good to me, especially in the elements of reading, drilling the whole school upon the forty elementary sounds, vowel and consonant, then following Russell's method in varied styles of reading. It awakened great enthusiasm in the pupils, and decided interest in the community. Arithmetic 'a la Tillinghast' was greatly enjoyed. Singing was introduced in school for the first time in

that region. A clock was purchased, through subscription, and hung in the schoolroom, to the wonder of the community. Visitors came to inspect the school in goodly numbers, from Brattleboro, Vermont, and other places. It was a very enjoyable winter, and the experiences in school and community were of great and lifelong advantage to me. But for a firm resolve, conscientiously adhered to, I might have carried attachments to certain fine young ladies to an engagement. To Brother Joseph's warning I owe exemption from entanglements then, and for years following. He wrote to me, from Syracuse, New York, where he was teaching, 'You, as teacher and singer, will be thrown much into young women's society, but you probably have not yet seen the person who is to be your wife. Make yourself worthy of a noble woman, and you can secure such.' Good advice to give any young man.

"Brother Joseph had brought from Syracuse a score of different minerals, and interested me much in them. I at once began making collections. About Northfield Cousin Edward and I collected garnets, plumbago, mica, slate, shale, black tourmaline, also red sandstone from the famous deposit at

Turner's Falls on the Connecticut River. The Connecticut then had no bridges crossing it at Northfield. It was crossed by ferry and row-boats when not frozen, and upon ice during the winter. I crossed it in boats and in sleighs as I went to and from my classes in singing in the district known as 'Satan's Kingdom.' The famous evangelist, Moody, was then a boy in Northfield, and afterwards a salesman in his uncle Holton's shoe store in Boston, at the corner of Court and Hanover Streets, where I traded with him in after years.

"At the close of the term, and a brief private school, I left my good friends for home, and thence to Bridgewater, to join my class. At that time we were allowed to graduate in one year. Arriving at Bridgewater, I learned that two or three colored men were then wishing to enter as students. Mr. Tillinghast, though an abolitionist, considered it prudent to consult the Board of Education as to their entrance. I waited the result, determined not to enter myself unless they were admitted. Consent was given, but for some reason they did not remain."

The spring and fall terms completed the year required for graduation. Then, in this

fall of 1846, a school at Shrewsbury was taken, which had such a reputation for turbulency that it was difficult to find any one to undertake it. In some way the prudential committee had heard that Mr. Allen was a competent disciplinarian, and offered it to him. He demanded high wages, and received the promise of them, but said, "If I do not teach the winter through without trouble to the committee, you need not pay me a cent." On the third day the test came. Six or eight large boys, who had boasted they would knock down and drag out the teacher, as had been done eight years in succession, began a disturbance. No attention being paid to the teacher's requests, which were received with a defiant "guffaw," a surprise descended, and in an instant the ringleader was whirling over the floor, finally landing on a desk. Turning with swiftness upon the crowd of petrified lads, who had seen the teacher coming "with an enlivened Allen look," their instructor had no need to attack, for they rushed to their desks, instead of at him, as they had boasted they would do. Delivering an energetic address to the prostrate ringleader, and winding up with the somewhat exaggerated statement,

"I can thrash an acre of you, the hottest day in July, without getting into a perspiration," the schoolmaster, by his intentionally vigorous treatment, won the day. He became the hero of the hour, and the event was discussed in the village homes and stores. The rebellious spirit was crushed, scarcely a pupil punished, and love and respect took the place of fear. This love and respect was shown through many years, some of these pupils coming to his school at West Newton, and welcoming him cordially when he visited their homes twenty and fifty years later.

"With Cousin Edward, a further course of study was taken at the Rensselaer Polytechnic School, at Troy, N. Y., then famed as a superior scientific school. The influence drawing them to it was the advantages offered for study of the natural sciences, especially botany, geology, and chemistry. Under Principal B. F. Greene, Professor Drown, and others, was inaugurated and practised a system of nature study so in harmony with the true system that even under the great Agassiz, with whom Mr. Allen afterwards studied, he found nothing to alter. "We were taken to the fields by Professor Greene, shown methods of

gathering and preserving plants, and, having listened to a lecture on the subject, were called upon, the following day, to repeat the lecture, with plants to illustrate. This was done in squads of eight, with a gentleman 'repeater,' as critic, — an admirable discipline. This whole experience at the Institute I have always considered extremely valuable."

"The revolution in France, in 1848, prevented the fulfilment of a project of Cousin Edward and myself to study a year or more in Paris. I then decided to enter the teaching profession as my life-work, after a successful winter at Northboro, following the study at Troy.

"As all previous positions had come to me unsought, I was somewhat vexed that, for a month or more, no call came. Upon foolishly remarking to wise Aunt Lucy (Mrs. Joseph Allen, of Northboro), 'I can dig potatoes for a living!' — 'Yes, Nathaniel,' she answered, 'but you can do some higher and more useful work. Digging potatoes is honorable work for those not fitted as you are for a higher employment.' This made its intended impression. I returned to Medfield, and awaited results.

"In a few weeks, early in April, 1848, I received two letters by the same mail, one from Fitchburg, offering me the principalship of the Fitchburg Academy, the other from my revered friend and instructor, Nicholas Tillinghast, of Bridgewater, stating in his characteristic and simple way, 'I have been requested to recommend a person to the charge of the Model School at West Newton, and have mentioned you.' I had visited the Academy at Fitchburg, and had informed the trustees that I was not a classical scholar, and was told it was easier to obtain a teacher of the classics than a successful organizer and manager. The same remark was made to me in after years by Dr. Henry Bigelow, when he wished me to take charge of the Newton High School.

"I had also visited the school at West Newton on several occasions, and had great regard for Cyrus Peirce, the renowned principal of the Normal School there, which, established first at Lexington, was the first normal school in America, and the first for women in the world.

"Two positions, and permanent, offering the same salary! Either, I considered com-

plimentary, and of liberal salary for the time. Consulting Uncle Joseph and Brothers Joseph and George, in accord with their united judgment, I decided, without hesitation, to accept the West Newton proposition."

Thus, with a reputation already gained for ability to organize, discipline, and instruct, with a preparation which was deemed entirely abreast of the times, the normal schools being as yet quite new in the educational field, but developed and fostered by the famous Horace Mann as the best possible means to elevate the standard of schools and school-teaching, — and with a physical strength maintained by regular farm-work during nearly all these summers, the young teacher entered upon his life-work, in the community which was his home till his death, fifty-five years later, and which he helped to mould and develop, impressing upon it forever the stamp of his strong and beneficent influence.

## CHAPTER III

### WEST NEWTON AND THE MODEL SCHOOL

The acceptance by Nathaniel T. Allen of the position in the Model School connected with the Normal School at West Newton brought him into direct relations with Horace Mann, who had, as secretary of the Massachusetts Board of Education, conducted a campaign for the elevation of schools and the standard of teaching that is world-renowned. To his untiring energy, aided by private beneficence, the establishment of normal schools is due. The school at West Newton was started at Lexington, and is so closely connected with Mr. Allen's life that its story must here be told.

The first normal school in America, which was the first in the world for women, was opened July 3, 1839, with only three persons present. There were never more than thirty-one pupils for the first three years of its history. It was ridiculed and opposed, and, finally, in 1845, was about to be discontinued. Mr. Mann, however, was not to be baffled in

his purpose to establish training-schools for teachers. He had learned that the Fuller Academy at West Newton was for sale. This school building had been erected in 1832, with funds bequeathed for that purpose by Judge Abraham Fuller, but the school had not flourished. Failing to obtain funds from the state for the purchase of this building, Mr. Mann called, as a last resort, at the office of Josiah Quincy, Jr., and in his striking manner said, "If you know any man who wishes the highest seat in the Kingdom of Heaven, it is to be had for fifteen hundred dollars," explaining that the Fuller Academy building could be bought and used for the Normal School then at Lexington. Mr. Quincy, before rising from his desk, drew his check for that amount.

Thus the Normal School was transferred to West Newton, occupying the building till 1854, when the school was again removed, this time to Framingham, and Mr. Allen purchased for his private school the now historic building, buying it of Horace Mann, to whom the title reverted, according to the terms of Mr. Quincy's gift, when the house was no longer used for a normal school.

When the Lexington Normal School was started, Mr. Mann had some difficulty in finding a principal. Among others, he offered the position to Rev. Joseph Allen, the "Uncle Joseph" with whom we are already acquainted, who was an intimate friend. He finally secured Rev. Cyrus Peirce, a native of Waltham, a graduate of Harvard University, a Unitarian minister at one time, in Reading, Massachusetts, and a very successful teacher in Nantucket. He, too, was an intimate friend of "Uncle Joseph," and was, singularly, born on the very same day. Cyrus Peirce, whose memory was kept green in the Allen School, proved to be the man for the unique position.

As Mr. Peirce was a founder, with Nathaniel T. Allen, of the famous West Newton English and Classical School, remaining connected with it so long as he was able to teach, a slight sketch of him will be fitting.

His portrait, in crayon, hung above the principal's desk in the room in West Newton where he taught for many years. The resemblance of his profile to that of Froebel was very striking. He was an indefatigable worker, painstaking to a great degree. He slept at most but five hours in the twenty-four, and lived a

life of intellectual labor, with uplifted thought and noble, generous feeling.

Mr. Peirce was the only teacher in the school at Lexington, and was obliged to be also its janitor and errand-man. No wonder he broke down at the end of three years of such burdens. Rev. Samuel J. May (also a friend of the Allen family) took his place for a time in the Normal School, but Mr. Peirce was able to resume his labors, coming with the school to West Newton.

He not only knew how to teach with precision, but he evoked from his pupils such a force of conscience as insured thorough study and assimilation of whatever was taught. His pupils, by their mental habits, which were conscientious, exact, and reliable, were said to be recognized wherever they went. His favorite motto, "Live to the truth," with which he daily closed his school, was handed down through fifty years in the same schoolroom, from the lips of the Allen brothers, as the guiding sentiment for over five thousand girls and boys who studied under them.

Many young ladies from the best society and the first families in the state were attracted to the Normal School at West Newton, and it

became a success. If to Horace Mann the conception was due, Cyrus Peirce solved the problem of the normal school system, against every kind of determined opposition. He acquired the name of "Father Peirce," from the affectionate regard in which he was held, and, when too feeble to teach, was wont to sit in the schoolroom, where his presence was a benediction.

The original plan for the normal schools of Massachusetts included a common district school as a school of practice, in which, under the direction of the principal of the Normal School, the normal students might have actual exercise in the instruction of the young. Such a school was known as a Model School, and one was started at Lexington as early as the second term of the Normal School there. On removal to West Newton a model school was formed by uniting a small private school and the local district public schools into a free public school for the children of West Newton and the adjoining village of Auburndale. This model school was at first under the care of George A. Walton, the well-known educator, still living in West Newton, the author of the Walton series of Arithmetics, whose wife, also well known in all reforms as Mrs. E. N. L. Walton,

was, as Miss Electa N. Lincoln, the first assistant of Father Peirce in the Normal School. It may be said, in passing, that the Waltons became and remained lifelong friends of the Allens.

This was the compound and unique school which, on April 12, 1848, came under the charge of Nathaniel T. Allen. As he walked up the front steps, that spring day, and stood before the Model School, his feelings were of mingled confidence and diffidence; confidence, in his ability to organize and discipline; diffidence, in view of his literary limitations when coming under the oversight and critical gaze of such famous educational reformers, with such high ideals. He feared his ability to meet their expectation, and to command their full approbation.

The community of West Newton was not, at that time, very favorable to the new educational methods, and was somewhat antagonistic to this union of the district schools with the Model School. Hence but eighteen pupils met the new teacher on that first morning. Gradually others came, till, at the end of the term, in July, sixty-five were enrolled. Finally the school outgrew the accommodations in the

Normal School building, and removed to a separate building. In one year alone it was necessary to refuse a hundred and fifty pupils, even after removal to the larger quarters.

Mr. Allen found his work exceedingly delightful and congenial, and was assured that it was appreciated. He was answerable to Father Peirce, principal of the Normal School, representing the State Board of Education, and to Dr. Henry Bigelow and Rev. Lyman Gilbert, D. D., of the Newton school committee, but he was left quite free to organize, classify, plan the studies, and instruct. His assistant-teachers were the pupils from the Normal School, each of whom observed for one week and taught for two, thus spending in all three weeks under Mr. Allen. His duty was to guide them, and to report their success and ability to the principal of the Normal School. Many of these ladies became his lifelong friends, and one became his wife.

The pupils in attendance at the opening session were, according to their teacher's recollection, a curious medley of boys and girls, strangers to each other and to him. His two predecessors had employed mild methods of government, in harmony with the new educa-

tional ideas, but the absence of the severe corporal punishment which almost universally prevailed in those days had produced a condition of lawlessness among the boys, who understood no other method of discipline. Many of them were boys from the Boston public schools, whose parents had recently removed to West Newton. At the end of four weeks the number of the pupils had increased to sixty. At this time their teacher went to spend a Sunday at Northboro, and his Aunt Lucy, in a letter to her son Edward, reported that "Nathaniel says he has a hard time; it is the worst school he ever was in. They are just such boys as we used to have, independent and dictatorial, wanting to set their own lessons and their own recesses, and, in short, to direct all the affairs of the school. He was obliged to lay hold of a boy of sixteen, who turned upon him with, 'You better let me alone!' Nat answered by a good sound shaking, and I am glad he was strong enough to shake him. It would have done me good to see it! He says he has worked hard these four weeks, and is just beginning to get them into order." At the end of six months Aunt Lucy writes again, "Nathaniel is doing wonderfully well in his school.

They say there is a great difference in the behavior of the boys in the town, and it is owing to his influence. I am sure it is very pleasant to hear it, and I am rejoiced that he is doing so much good."

He himself says: —

"I was able to interest them all with new normal methods and the natural sciences, and I became much interested in studying their peculiarities. I had resolved to introduce botany among all save the very youngest, by the same system that was in use in the Rensselaer Institute, giving a lecture myself to twenty-five or thirty of the older pupils, from twelve to sixteen years of age, who took notes, and, by the aid of these, with text-books, prepared lectures themselves to be read to a 'repeater' in their division. There were five, including the repeater, in each division. The repeater was nominated by the teacher, who chose him, or her, for special ability, and the repeater's own lecture was first criticised by the teacher before the division recited.

"This system worked successfully, creating great interest in the pupils. They were provided with botanical boxes in which they brought plants which they gathered to illus-

trate their lessons. So far as I know, the *study* of plants had never, up to that time, been thus scientifically undertaken in any public or private school in Massachusetts.

"Natural science was, from the first, made prominent in the school, and in its successor, the West Newton English and Classical. Botany, mineralogy, zoölogy, and elementary chemistry were studied. From the first Ware's Smellie's 'Philosophy of Natural History' was a text-book for the older students. Hygiene, with Cutter's, Jarvis's, and Alcott's text-books; Tower's 'Mental Algebra,' and Colburn's 'Mental Arithmetic' were all made prominent. I mention these to show a few of the topics, unusual at that time, that were introduced into the Model School."

The school soon secured a great reputation. Pupils came from all parts of Newton, and from the surrounding towns, cities, and states. The rooms on the first floor of the Normal building became overcrowded, and the old Congregational church was purchased and fitted up, and two regular assistant-teachers became a necessity. School boards in the neighboring towns voted to allow half-holidays to their teachers, that they might visit and

observe the Model School. In the year 1852–53 about a thousand visitors were registered at this school. Its principal was invited to other positions offering larger compensation. Among these was the offer of John D. Philbrick to be his assistant in the Quincy School in Boston, and, afterwards, to be assistant in the newly organized Normal School at New Britain, Connecticut; that of Prof. B. F. Greene, of Troy, New York, to become the principal of the new preparatory department of the Rensselaer Institute about to be opened, — a position afterwards well filled by James T. Allen, brother of Nathaniel, — and, what was considered most complimentary of all, an offer from Dr. Samuel G. Howe to be his assistant-superintendent at the Perkins Institution for the Blind, at South Boston, with the prospect of succeeding him as superintendent, for Dr. Howe stated that he expected soon to resign. Afterwards Dr. Howe offered him a position as head of the School for the Feeble-Minded, when it was first established at South Boston.

All these offers Mr. Allen declined, knowing that he was appreciated where he was, and that his salary would be raised, as it was by degrees

from $500 the first year to $1100 in the sixth. A large number of private pupils were taken, so that the expense to the town of Newton for its proportion of the salary was never over $400 a year.

In the autumn of 1850 Mr. Allen's eyes, which had been weak from childhood, became seriously affected, and he accepted an invitation from Dr. John Dix, his oculist, to go with him to spend a winter in the South, thus avoiding the glare of the winter snows. He secured his cousin, Edward A. H. Allen, to fill his position during his absence, which he did most successfully. This trip South proved somewhat exciting, as is related in a subsequent chapter. On his return to his post in the fall of 1851, a simple remedy recommended by Horace Mann proved thoroughly effectual in strengthening his eyes. This was merely to dash cold water upon the closed eyelids just before getting into bed at night, thus contracting the distended bloodvessels around the eyes, and putting the tired organs into a condition to rest and recuperate during the night.

Mr. Mann took great interest in the successful young principal of the Model School, and soon after he took charge of it invited him to

live in his home which he had built on Chestnut Street, on the beautiful hill at West Newton. This rare privilege was gladly accepted. A charming group of literary friends shared the home of Mr. Mann. Mrs. Mann was a most refined and cultured woman, a daughter of Dr. Peabody, of Salem. Her sister, Miss Elizabeth Peabody, lived with her.

Miss Peabody is known as the "Apostle of the Kindergarten System in America;" for, while she never taught it, she wrote and gave lectures, and no doubt did more during her lifetime to advocate Froebel's kindergarten system than any one else. It was first brought to her observation when visiting at the house of Carl Schurz, whose motherless children were being taught by an accomplished German kindergartener whom he afterwards married.

Another sister of Mrs. Mann was Mrs. Nathaniel Hawthorne, the brilliant wife of the famous novelist, who with her husband and children spent the winter of 1852 in the Manns' house.

Catherine Beecher, sister of Henry Ward Beecher, herself a famous educator, was at times an inmate of the Mann home. Persons of distinction were frequently guests at the Manns'

table. This was the era of Lyceums and Lyceum lectures, and all the great lecturers came to West Newton, and were generally entertained at the Manns'. Charles Sumner is well remembered as, in his irreproachable attire of white waistcoat and blue coat with brass buttons, he walked down the aisle of the rickety, squeaking floor of the little town hall, and ascended the platform.

Mr. Allen had a constant ambition to mingle with the best society, with reformers especially, and consequently enjoyed to the full his privileges as a member of Horace Mann's family; for he believed, and throughout his life acted on the belief that the educator, man or woman, is the more influential in proportion as he or she is strongly interested, both in theory and practice, in all that tends to elevate and improve the community. Mr. Mann was not only the most prominent man of his time in educational circles, but, as United States senator in Washington, was in touch with the stirring issues of that period, and deeply, as a man, interested in the reforms that claimed the sympathy of the whole Allen family, such as temperance, anti-slavery, and peace societies. He impressed Mr. Allen as a great and good

man, in whom the intellectual and moral qualities were admirably balanced.

Mr. Mann sent his children to the Model School, and when he removed to Antioch, Ohio, laughingly said he should have to charge Mr. Allen for the freight on the barrels of minerals they had collected under Mr. Allen's instruction, which they would not leave behind!

Another, whose advice and guidance was gratefully remembered, was Mrs. William Parker, whose husband afterwards laid out the railroad across the Isthmus of Panama. She at one time invited the young teacher to become a temporary inmate of the family, that she might know better to whom she had entrusted the education of her children. Mr. Allen always gratefully remembered and acknowledged the aid her wise counsel gave him.

Others in West Newton who took an active interest in him were Mr. Joseph Willard Plimpton, ever a strong friend in time of need, a man of commanding influence; Mr. Chesboro, who engineered the Newton water-works, and later performed the wonderful engineering feat, at Chicago, of lifting the whole city several feet above its natural level; Mr. W. S. Whit-

well, who introduced the Cochituate water into Boston, and his lovely wife and stately mother; also Mrs. Lydia Maria Child, authoress and reformer, who had been, in New York, editor of the "Anti-Slavery Standard," and her husband, David Lee Child. There was also Mr. William B. Fowle, a distinguished educator, and Mrs. Caroline M. Dall, a writer and lecturer, whose son, William H. Dall, curator of the Smithsonian Institution, claims that his first enthusiasm for the natural sciences was derived from the instruction of Nathaniel T. Allen, first in the Model School, and then in its successor, the English and Classical.

Then there was Rev. Joseph S. Clark, D. D., a member of the Newton school committee, an eminent Congregational clergyman, at one time secretary of the American Home Mission Society, whose son was educated under Mr. Allen and has since held the same office in that society. And there was Mr. John Ayres, called by Theodore Parker "The Happy Man," who moved from Boston to West Newton to place his daughters in Mr. Allen's school, because the Boston schools did not educate girls beyond the grammar grade at that time. Indeed, most of the persons above mentioned

had children in the Model School, under Mr. Allen's care. And there were many others, not known to fame, who are gratefully remembered for their aid and sympathy.

On March 30, 1853, Nathaniel T. Allen was married to Caroline Swift Bassett, daughter of James Nye and Rebecca (Freeman) Bassett, of Nantucket. She was a graduate of the West Newton Normal School and a successful teacher in the Nantucket High School. This proved a true union. They were united in their ideals and aims, and one can scarcely imagine what the Allen School would have been without her who for fifty years was a true mother to the hundreds of boys and girls who shared her home.

Of the children born to them, three grew to womanhood, rendering valuable service as teachers in the school and helpers in the home: Fanny Bassett Allen; Sarah Caroline Allen, who married, in 1895, P. H. Cooney, a well-known lawyer of Boston, a former pupil of her father; and Lucy Ellis Allen, a graduate of Smith College. A son, Nathaniel Topliff Allen, died in infancy. The second daughter, Sarah, died at her home in Natick, November 4, 1897, leaving a daughter, Sarah Caroline, who died

November 6, 1897. The strong and beautiful character and life-work of Sarah Allen Cooney will be described in later chapters.

The other daughters are now conducting a successful Home School for Girls in the family home at West Newton, having established it in 1904. Here they are maintaining and continuing, with the active coöperation of their mother, that emphasis on character-building which was the distinctive feature of the English and Classical School conducted by their father and uncles.

## CHAPTER IV

### THE FOUNDING AND DEVELOPMENT OF A FAMOUS SCHOOL

LATE in the year 1853 the Normal School was removed to Framingham. Mr. Allen was invited to continue with it in the new location, but it seemed best not to do so. By the advice of Horace Mann, Charles Sumner, George B. Emerson, Rev. Thomas Hill, D. D. (afterwards President of Harvard University), Theodore Parker, Dr. Samuel G. Howe, and others, he made plans for opening a first class, unsectarian, coeducational family and day school, where all branches embraced in a broad and generous culture might be pursued. At that time, and for some years thereafter, there were no high schools where girls were received, and few for boys.

Mr. Allen purchased of Mr. Mann, to whom the title had reverted upon removal of the school, the Normal School building and its furniture, arranged with Rev. Cyrus Peirce for his connection with the new school, and issued a pro-

spectus announcing that the West Newton English and Classical School would open in January, 1854. This was in the fall of 1853. Horace Mann having gone to Ohio, as president of Antioch College, Mr. Allen hired his house, and, with his bride, began housekeeping there on September 24, 1853, taking into the family, by Mr. Mann's advice, ten boys, who were to attend the Model School till the new one should open.

In his diary of January 1st, 1854, Mr. Allen writes: "May the close of this year find me advanced in every good way, and during the year may I ever be ready to lend a helping hand to the unfortunate! God will bless my good undertakings."

Three days later the school opened, with fifty-six pupils engaged and thirty-eight present. By the close of the first term sixty-five were enrolled, and by 1865 there were over a hundred and fifty in the three departments; which were the primary, the kindergarten, for children under nine years of age; the training-school, for pupils between the ages of nine and thirteen; and the academic, for older pupils. The day pupils came from all along the line of the Boston and Albany Railroad, and in other di-

rections for miles around, by train or carriage, while the boarding pupils came from even greater circles of territory, embracing almost the whole world.

In the winter of 1854–5, the members of the legislature from that district, personal friends of Mr. Allen, Dr. David Hitchcock, senator, and Thomas Rice, Jr., representative, introduced, of their own motion, and with no effort on the part of the Allens, "an Act to Incorporate the West Newton English and Classical School," which was unanimously adopted. George E., Nathaniel T., and James T. Allen (the latter then teaching in Troy, N. Y.) were named as incorporators, and the charter exempted from taxation, not only the school estate but the dwelling-house estates of George and Nathaniel, this exemption from taxation being a recognition of the direct benefit to the community of such a school, in harmony with the policy of Massachusetts, which granted this privilege to educational institutions, from Harvard College to the simplest private school. A statement made in 1870 to the selectmen of Newton, concerning this school of the Allen brothers, shows the wisdom of such policy. It is as follows: —

"The school up to this time has brought into the village seventy-five students from foreign countries, who have paid an average of $2000 each, or in all $150,000; two hundred and fifty students from other states, paying an average of $1000 each, or $250,000 in all; eight hundred students from other towns in the state, paying each $350, or in all $280,000; two hundred students from other villages in Newton, paying $150 each, or $30,000; two hundred students from West Newton, paying $200 each, or in all $40,000. These various amounts make $750,000, which has been dispensed in the state in fifteen years, and nearly all in West Newton, save the small sums remaining in the hands of the teachers of the school. Comment is unnecessary. But the pecuniary benefit is only one of the advantages of such a school. The influences are manifold, — social, intellectual, moral. And while some short-sighted persons may complain of that liberal and enlightened policy of our state which exempts an incorporated school from taxation, we will not regret that there are four institutions of education in our town that are so exempted, and which are worthy of our honor and attachment."

Up to the year 1900, when the school (though

not its real estate) was transferred to Dr. Frank H. Wood and Mr. Albert E. Bailey, the benefit to the community had been such that more than two score families had been either directly or indirectly influenced to make West Newton their home, and had thus become tax-paying citizens and financial supporters of the churches. Moreover, during the half-century of the life of the school, nearly two millions of dollars had been received from its patrons, which sums had been largely distributed in Newton and Boston, thus repaying the citizens of city and state for the liberal policy extended to it as an educational institution.

During these years of the school's life under the Allen brothers, nearly five thousand pupils were instructed in its various departments. They came from every state and territory of the Union; from all the countries of North and South America; from the West Indies, the Canary Islands, and the Azores; from many European countries, including England, France, Spain, Italy, Germany, and Sweden; and even from Asia, for among the first Japanese who came to this country for education were several who came directly to this school. The first Cuban came in the first year of the school, and

it is believed that the first Cubans and Porto Ricans to come to the United States for education were those who attended the Allen School.

The attitude of the school toward the colored people was absolutely unique; no distinction was ever made on account of race or color, either in the school or in the families of the principals, and numbers of such pupils came when no other private school would receive them.

At the beginning, Nathaniel T. Allen and Cyrus Peirce were the principals. Father Peirce, however, requested Mr. Allen to take charge of the discipline of the school, both in and out of school hours, and to attend to the correspondence and the finances, and, in view of carrying the heaviest part of the burden, to receive the larger proportion of the profits. Father Peirce taught the classics till, in 1858, he was compelled to retire, on account of failing health, though, as has been stated, he used to sit in the school-room as long as he was able. He died at West Newton, April 5, 1860.

Horace Mann said of Cyrus Peirce that he could construct, manage, and teach a school better even than he himself could tell how it ought to be done, and Nathaniel T. Allen always freely accorded to Father Peirce, "of

grand and delightful memory, the highest merit in developing and sustaining the school, and in whatever of true prosperity has attached to it."

In the summer of 1864, Mr. Allen purchased and removed to the estate at the corner of Webster and Cherry streets in West Newton, well remembered, with its fine grounds and spreading elms, as the home during their school years of many hundreds of boys and girls.

Even at this early period the school had grown by leaps and bounds, and the homes of the two principals were inadequate to contain the family pupils. So Mr. Allen invited his brother, George E. Allen, to take a position in the school, and to occupy the Horace Mann house, with family pupils. Later, Mr. George E. Allen purchased an estate on Cherry Street, and continued with the able assistance of his wife, Susan (Treat) Allen, who died January 6, 1888, a few months before her husband, to care for a large family of boarding pupils. He taught especially mathematics, commercial science and political economy, and had for many years the care of the book and stationery department, which, in the attic of the school building, constituted a good-sized bookstore.

Thirty-four years of his life were spent as an associate-principal of this school.

In 1856, William F. Allen was engaged to teach the classics, and he remained seven years, beloved by his pupils.

In 1860, Phineas Allen, uncle of the Allen brothers, was invited to come with his wife, Clarissa (Fiske) Allen, to open still another family home for the boarding pupils, and to assist in the school. He continued till his death in 1885, twenty-five years, in the gambrel-roofed house on Waltham Street, and in the school, where his special work was tutoring pupils who, for any reason, could not enter the regular classes. He was a remarkable linguist, and, understanding French, Spanish, and Portuguese, as well as Latin and Greek, his special care was the foreign youth from South America, Spain, and Cuba, whom he instructed in the English language till they understood it sufficiently to enter the classes. He was a veritable encyclopædia of information. Born in 1801, he was, at the time of his death, the oldest teacher in the state, and possibly in the country, being still in active service at the age of eighty-three!

Phineas Allen was a graduate of Harvard

College of the class of 1825. He received the degree of A. M. in 1828. Among his college classmates were Charles Francis Adams, Horatio Greenough, the sculptor, Judge Seth Ames, and Rev. F. H. Hedge, D. D., the distinguished Unitarian divine. He taught eight years in Concord, Mass., where he fitted for college a large number of distinguished men, among them Henry D. Thoreau, Judge E. Rockwood Hoar, and the much honored George F. Hoar, so many years a senator in Congress from Massachusetts. His unique work in the Allen School did much to establish its fame, among the foreign students especially. In short, "Uncle Phinny" was appreciated by teachers and pupils alike, for himself and for what he contributed to the welfare of the school.

The next of the clan of Allens to come to the school was James T. Allen, just returned from a European trip, where he studied, among other subjects, the merits of the kindergarten system, which led up to the subsequent introduction of the kindergarten into the Allen School. He married, August 25, 1860, Caroline Augusta, daughter of Edward A. Kittredge, M. D., and thereupon another home was opened for family pupils. Mrs. James T. Allen

died in 1895, and thereafter her daughters, Jennie C. and Annie K., assisted their father in the home till his death, which occurred June 9, 1900. His term of service was forty years, all the time as associate-principal.

With the coming of three such highly educated persons as his brother James, his cousin William, and his uncle Phineas, as additions to the teaching force, the labors of Mr. Nathaniel T. Allen were much lightened, and an arrangement was then made which continued in force for the remaining forty years, whereby he was to be free from schoolroom duties after eleven o'clock in the morning, to attend to the correspondence, business, and other outside matters pertaining to the school; others of the principals to take charge of the athletics and outdoor games.

It is interesting to note that at this time military drill was introduced, and tried for two years, when, all being convinced of its inutility, it was discontinued. It is evident that the active, determined opposition to the introduction of military drill into schools, which the Allens so vigorously conducted in later years, was not because of ignorance of its workings in educational institutions.

In 1864, still another Allen, Rev. T. Prentiss, with his wife, Sarah Alexander (Lord) Allen, joined the force, and remained four years, withdrawing to start a school of his own, but he died within a few months of its opening. Special arrangements were made for the accommodation of girls as boarding pupils in his family. He brought further prestige to the school as a Harvard man of wide reputation for scholarship, and for social and lovable traits.

In 1869, being weary with the cares of the rapidly growing school, which now numbered over a hundred and sixty pupils, the principal, Mr. Nathaniel Allen, took a two years' trip to Europe with his family, and, as an agent of the United States Commissioner of Education, made a thorough inspection and study of schools, especially those of Germany.

During his absence, by his invitation, his brother, Joseph A. Allen, took his house and family of students, and taught in the school. On the return of Nathaniel, Joseph continued in the school, occupying a house at the corner of Elm and Webster streets, where he had a family of pupils.

Joseph A. Allen remained, in all, twelve years, leaving in 1881 to take charge, for the

second time, of the Westboro Reform School, but returning in 1885 to the homestead in Medfield, where he conducted an Industrial Department of the Allen School for ten years more.

In 1872, James T. Allen went to Europe with his family. During his absence of two years, Edward A. H. Allen with his wife Eugenia Sophia (Teulon) Allen took the family of pupils in his cousin James's beautiful home on Washington Street, and a place on the teaching force. Mrs. Edward A. H. Allen had been a pupil in the Model School, noted for scholarship and punctuality in attendance.

This is not all: Rev. Joseph H. Allen, afterwards a D. D. of Harvard, taught the classics and some other branches from 1871 to 1874, and the second generation soon came on the scene. Fanny B. Allen taught eleven years, her specialty being the modern languages; Lucy Ellis Allen, history, English, and kindred branches for ten years, and Sarah C. Allen was for fourteen years a teacher of the natural sciences and of the younger pupils. For five of these years she was the loved house-mother of the unique "Annex," a real home for the youngest boarders, many of whom had no

other, being bereaved of one or both parents.

Beside these daughters of Nathaniel T. Allen, the two daughters of Joseph A. Allen rendered service, Nelly D. Allen teaching vocal and instrumental music, and Rosa S. Allen, elocution, at various periods extending over fifteen years. Jennie C. Allen, daughter of James, taught instrumental music in the school for thirteen years.

In all, these fifteen Allens instructed in the school for an aggregate of two hundred and fifty-five years. And one who called herself "half an Allen," Anna A., daughter of Lucy Maria (Allen) Davis, taught as kindergartener for five years. The largest number of Allens teaching at any one time was eight, and the largest number of families of pupils at any one time was five. It is not strange that by degrees the corporate name dropped out of common speech, and that the school came to be generally known as the "Allen School." Few families, if any, can show such a record of service in training to lives of usefulness, power, and influence the youth of their time.

Prominent among the former students in the school are Roland Thaxter, professor of bot-

any at Harvard; John Minot Rice, professor of mathematics at the United States Naval Academy at Annapolis; Webster Wells, professor of mathematics at the Massachusetts Institute of Technology; Edward Ellis Allen (son of James T. Allen), superintendent of the Pennsylvania Institution for the Blind; Sarah Fuller, principal of the Horace Mann School for the Deaf, in Boston; Lucy A. Plimpton, principal of the Albany, New York, Female Academy; Gen. Charles A. Hartwell, of the United States Army; John Davis, judge of the United States Court of Claims, at Washington; Robert R. Bishop, judge of the Superior Court of Massachusetts; Eben S. Draper, of Hopedale, lieutenant-governor of Massachusetts; William S. Whitwell, M. D., editor of the "Western Lancet," and head of the Hospital for Mental and Nervous Diseases at Los Angeles, California; William H. Baker, M. D., professor of gynæcology at the Harvard Medical School; Stephen S. Burt, M. D., professor of physical diagnosis, etc., in the Postgraduate School of the College of Physicians and Surgeons of New York; William H. Dall, the explorer of Alaska; Joseph Thacher Clarke, the explorer of Assos; the Denton Brothers, of

Wellesley, widely known as specialists in natural history and manufacturers of models of natural history subjects; Joseph P. Davis, chief engineer of the city of Boston; Walter Crafts, who, as a pupil in the Model School and its successor, was neither absent nor tardy for five consecutive years, and who, as a mining engineer, first revealed to the public the mineral wealth of Alabama; Rev. Arthur M. Knapp, at one time missionary in Japan; Miss Helen Kimball the philanthropist; Mrs. Mary C. Robbins, author of "The Rescue of an Old Place;" Esther B. Tiffany, the writer, author of "A Rice Pudding," and other plays; Francis B. Tiffany, author of several legal works; William E. Haskell, son of Edwin B. Haskell of the "Boston Herald," now the editor of that journal, and Tanetaro Megata, of Tokio, Japan, *Directeur général des Contributions Directes et Indirectes de S. M. L'Empereur du Japon*, who performed the remarkable feat of learning the English language, fitting for college, and entering Harvard without conditions, all in the short space of eighteen months. He was graduated from the Harvard Law School in 1874, and from the Boston School of Oratory in 1879, and, returning to Japan, has been a

judge, a member of the *Conseil d'Etat*, Under Secretary of the Treasury, Councillor of the Treasury, and Imperial Commissioner of Education. While a student at the Allen School, in February, 1872, he gave the first lecture ever delivered in English by a native of Japan. This was in the town hall at West Newton. His subject was "Japan, its History, Recent Reforms, and Present Social and Religious Conditions," a topic of absorbing interest at that period, when Japan was awakening, and the Western world knew so little about her.

Among the well-known men and women who sent their children to the Allens to be educated were Hon. Andrew D. White, the famous educator and diplomat; Hon. Henry Wilson, Vice-President of the United States; Hon. William Claflin and Hon. A. H. Rice, governors of Massachusetts; Edwin P. Seaver, for twenty-five years superintendent of the Boston public schools, himself a pupil at Northboro; Dr. Dudley A. Sargent, professor of physical culture at Harvard; Drs. Morton and Jackson, the discoverers and first users of ether in surgery; Hiram Powers, the sculptor; Elihu Vedder, the artist; Celia Thaxter, the poetess; John L. Stoddard, the lecturer; Mrs. Caroline

M. Severance, mother of Women's Clubs, now of Los Angeles, California; Mrs. Waldo Richards, the reader; President Prado, of Peru, who sent three of his sons, all of whom fell in the battles in the war against Chili; President Zervala of Nicaragua, and also the Imperial family of Japan, for a Prince Royal, Jujoi Atzmori Shimidz, a nephew of the Mikado, with his sixteen servants, one for each year of his age, came to the school in the fall of 1872.

With true democratic spirit Mr. Allen told the young prince that if he came it must be on the same footing as any other boy; so the retinue was dismissed, two of them remaining near by, and coming daily to perform such service as their master desired. The pupils of that year well remember the gorgeous and costly Oriental gifts showered upon Mr. Allen and his family.

Among the prominent foreign students may be mentioned Carlos Yznaga, mayor of Trinidad, Cuba, and Ramon Arias-Feraud, president of the municipality of Panama, who has held many important consular and other governmental positions. Many others might be mentioned, did space permit.

All these thousands of boys and girls,

whether known or unknown to fame, were held in affectionate remembrance by their teachers, and the strength of the bond was shown by the two reunions planned by former students and enthusiastically carried out; one soon after Mr. Nathaniel T. Allen's return from Europe in 1871, the other, in 1893, to celebrate the fortieth anniversary of the school and to take steps to form an Alumni Association.

At the reunion on November 15, 1871, the exercises were held in the Congregational church at West Newton, Hon. Robert R. Bishop being president of the day. The speakers were Rev. Arthur M. Knapp, Judge Bishop, the Messrs. Allen, and several others. A poem was read, from the pen of Miss Mary C. Pike, now Mrs. Robbins, and hymns were sung which were written for the occasion by Charles F. Howland and Rev. Joseph H. Allen.

At the much larger reunion at the Woodland Park Hotel, Auburndale, on June 21, 1893, over five hundred were present. The president of the day was John H. Ricketson, of Pittsburgh, one of the ten boys who entered Mr. Allen's family at the opening of the school in 1854, and the first to enter Harvard University from the school. The most complete and de-

lightful arrangements were made by a committee, of which Eugene F. Fay, a pupil in 1854, was the indefatigable chairman. There were addresses by Mr. Ricketson, Lieutenant-Governor Roger Wolcott of Massachusetts, Mayor John A. Fenno of Newton, Edwin B. Haskell, editor of the "Boston Herald," Mr. Nathaniel T. Allen, Mr. James T. Allen, and Mary A. Greene, LL. B., a member of the school from 1870 to 1873. A poem was written and read by Esther B. Tiffany, a member of the school from 1868 to 1871.

Out of this reunion grew the Alumni Association, which holds an annual meeting. Connected with it was the compiling by Mr. Eugene F. Fay, as a labor of love, of the "illustrated Biographical Catalogue of the Principals, Teachers, and Students of the West Newton English and Classical School, etc.," published in 1895. This, with its annual supplements issued by the Alumni Association, is a mine of valuable information of the nearly five thousand individuals connected with the school.

In 1900, owing to the death of Mr. James T. Allen and his own failing health, Mr. Nathaniel T. Allen sold the school, retaining the real estate. In 1905, the schoolhouse and lot were

sold. A fine stone church has been erected upon this lot by the Unitarian Society of West Newton, towards whose founding and prosperity he contributed so much of his time, influence, and means. The large window in the front of the edifice is placed almost directly over the spot on the platform of the schoolroom, where for so many years he presided over his flock of students. A movement is on foot to place there a memorial of stained glass, to him to whom church, school, and city owe so much. The old schoolhouse, shorn of its Doric portico, has been moved to a lot farther east on the same street and its teaching days are ended.

The successors of the famous school are two: the Allen School for Boys, Albert E. Bailey, Headmaster, which occupies a new, modernly equipped building on Waltham Street, and the Home School for Girls, conducted by the Misses Allen at the home of their father, on Webster Street.

But the old school lives on in the affections of the alumni. The secret lies in the fact that Nathaniel T. Allen was not merely a teacher; he was a sympathetic, loving friend, a second father to many who had been bereaved of their

own. He followed the career of his pupils, knew whom they married and how many children they had, welcomed them to his home, in many instances received their children as pupils, and in one instance, a grandchild, and, in every way made them feel that their success was his, or if in adversity, that his sympathy was theirs. No wonder that wherever he travelled, whether in Europe, on the Pacific coast, or in Cuba, he found homes wide open to receive him and his equally loved wife, and hearts anxious to do him honor.

And it was the same with their daughters, and, in fact, with the whole Allen family, wherever they went. They gave not only their time and their talents, but their whole selves, to the work.

We must now turn our attention to the special features of the school, which made it, in the language of the Resolutions of the Schoolmasters' Club, "a pioneer in the working out of every new idea that a sane pedagogy advanced during its existence."

# CHAPTER V

## SPECIAL FEATURES OF THE ALLEN SCHOOL

MANY of the special features of the school have to-day become so much a part of educational procedure that we can scarcely realize that they were new and untried when Nathaniel T. Allen introduced them.

The coeducational feature, for instance, was something new in secondary schools, and for years was emphasized in the catalogue of the West Newton English and Classical School. It was the belief of the principals that this union of the sexes in family and school conduces, under proper management, to a better moral development, and offers a more healthy mental stimulus, than the education of either sex alone. In later years they were able to add, "An experience of more than forty years confirms us in the assurance that the benefits of such an arrangement are very great." In the early years of the school, Horace Mann and Father Peirce are the only educators referred to in the catalogue for corroboration of this

opinion; in the last year of the school's history it truthfully states that "this view of the importance of uniting the sexes in school is held by the most intelligent educators of the present day."

Probably the most unique feature was the warm welcome extended to the children of the colored race. It is to be remembered that the school was started amid the excitement consequent upon the passage and enforcement of the Fugitive Slave Law, and that it was in a flourishing state during the Civil War and the period of Reconstruction. During these years colored boys and girls were received from time to time into the school, where they sat beside the white pupils, recited in the same classes, with no difference in the quality of the lessons, and ate at the same table, in the families of the principals. And, as the principals arranged it all as a matter of course, the pupils and their parents took it all as a matter of course, by force of example, though in some cases a bit rebellious at first.

One Southern father, on learning that there was a colored boy in the school, went to West Newton with the openly avowed intention of compelling Mr. Allen to send the colored boy away by threats to remove his own son if he

refused, though warned that with Mr. Allen a principle was involved, and that he would be more likely to suffer every white parent to withdraw his child, than to send away a single colored one. This particular parent, after an interview with Mr. Allen, went away pacified and satisfied to let his son remain. It happened that this boy became quite intimate with the colored boy in question, and they used to study together, to the great satisfaction of both.

Some of these colored pupils became great favorites with their schoolmates, by reason of their lively disposition and great generosity. During the Reconstruction period the colored officials in the South sent their children to this school, which was almost the only institution, if not the only one of the kind in the country, where they could receive higher education. The son of P. B. S. Pinchback, lieutenant-governor of Louisiana, and the daughters of C. C. Antoine of Louisiana and Robert Smalls of South Carolina, were educated here, among others equally well known, and there were many free colored students at other periods, from the Bahamas and other of the West India Islands. When the Government and the various Home Mission Societies had established

schools for the higher education of the colored race in the Southern States, the number of colored pupils at West Newton began to decrease, but there was often a colored pupil from the South in the school, even in its later years.

The arrangement of the boarding pupils in small families, instead of massing them under one large roof, was a unique feature. This secured a more careful oversight, and allowed more of the discipline and personal attention found in every well-ordered home. There were never more than twenty-five students grouped in one family, and usually a smaller number. All pupils met at the schoolhouse for the regular session, and the boarding pupils again met there for afternoon study-hour.

The Messrs. Allen and their wives took a fatherly and motherly interest in each boy and girl under their roof, training them in courtesy and thoughtfulness for others, and encouraging them to confide all their troubles and pleasures, as to their own parents. Who does not remember the evening study-hour at Mr. Nathaniel's, when for half an hour he or Mrs. Allen or one of their daughters read aloud from some interesting book? Then the younger ones went to bed, first going into the

sitting-room to kiss Mr. and Mrs. Allen good-night, and to have the loving caress, with the question, "Have you been a good boy to-day? Have you had a happy day?" and, if things had gone wrong, to tell all about it, and receive sympathy and good advice. Later in the evening, after the lessons for the next day were prepared, the older ones came, and with greetings suited to their years, were welcomed and counselled, and sent away with an affectionate "Good-night!"

In 1890, having received applications for an unusual number of pupils who were younger than the age fixed for the boarding pupils, the experiment was tried of opening a home specially for children from nine to twelve years of age, the second daughter of Mr. N. T. Allen, Sarah, whose insight into child nature was supplemented by a warm, loving heart, taking charge of it. This proved such a success that a house was built opposite her father's, and, with the aid of a young lady teacher resident in the house, she cared for a family of nine children in this Annex, till her marriage in 1895. Many of these children had no recollection of a mother's care. At one time, among them all, there were but two whose parents were both

living. Sarah C. Allen had inherited in large measure her father's gift for moral training, and the teaching talent as well. She was a graduate of the Pollock Kindergarten Normal Training School in Washington, D. C., and a woman of unusual intellect and power. Few mothers care for their children as the children under her roof were cared for. Every night, before retiring herself, she went the rounds of the little beds, felt of each forehead and hand, and tenderly tucked the sleepers up, if the bed-clothing was disarranged. Being a light sleeper, and in the habit of waking at least once during the night, she was accustomed to make the rounds again, to assure herself that the children were sleeping normally. This tender care was extended to their daily life in all its varied activities. She often said she did not understand why some mothers found it such hard work to take care of but two or three children, when her nine gave her so little trouble; though it was difficult to teach them to be careful of their clothes. One of "Miss Sarah's boys," grown to manhood, expressed the feeling of many at the time of her death, when, weeping, he said, "I have lost the only mother I ever had!"

This family life was so unlike the usual boarding-school life that it constituted a peculiar feature of the school, and youth who came here from other boarding-schools frequently felt, and expressed in their conduct, the difference in the atmosphere. One lad who had been refractory in another school said that he did not want to do wrong here, he was watching for his wings to grow.

Much stress was laid, from the very first, on the proper physical, as well as the mental and moral development of the pupils. This was the first secondary school in the United States to erect a gymnasium. In fact, its predecessor, the Model School, had a gymnasium in a hall above the schoolroom, as early as 1851, erected through the exertions of Nathaniel T. Allen and the generosity of citizens of West Newton. Gymnastic apparatus was set up in the yard of the English and Classical School on May 17, 1854, a few months after the opening of the school, and soon there was a gymnasium building, and later a bowling alley, with provision for all necessary athletic sports, football, baseball, boating, and swimming. An artificial pond of 5000 square feet on the estate of James T. Allen was popular, and a

competent instructor gave lessons in the art of swimming.

Dr. Dio Lewis began his career as a lecturer on practical physiology here in 1860, and was for eight years a regular instructor. His books on physical culture were founded on his lectures first delivered at this school. He speaks most highly of the discipline of the school, in its lessons of self-restraint, action in concert, and deference to authority, as one of its most valuable contributions to the development of true manhood and womanhood.

Closely connected with the moral and athletic training was the school for dancing and deportment. A dancing teacher appeared in the list of instructors in 1859, and continued to be an adjunct each winter thereafter. To the physical exercise of dancing there was added special training in courtesy and ease of manner, so necessary to the cultured man and woman.

The agricultural department, during the last few years of the school, conducted on the home farm at Medfield by Mr. Joseph A. Allen, furnished physical and practical training for such youths as stood in special need of outdoor life, or of a knowledge of farm life.

Passing now to what is considered strictly

schoolroom work, we find many features in which the Allens were pioneers, either as originators, or as first to put into actual practice the theories of others.

The first pure kindergarten in the United States was opened here. In the circular of the school for 1862 we read that "a Kinder Garten and Primary Department" is connected with the institution. At first some kindergarten songs and exercises were combined with the primary teaching; but the next circular, that of 1863, contains the name of "Mrs. Louise Pollock, teacher of the Kinder Garten," which is now a separate department of the school, another teacher having the primary. As early as 1859, when Mr. James T. Allen was in Europe, his brother Nathaniel had requested him to obtain and bring over a kindergarten teacher, but he did not succeed in securing one. Mrs. Louise Pollock was the daughter of a German officer, and after her arrival in this country she was secured for the school at West Newton. In after years, Mr. Nathaniel Allen visited the Baroness Von Marenhotz-Bülow, who had entertained his brother James in 1859, and also himself specially observed and studied the kindergartens of Germany, and

was confirmed in his opinion that his own kindergarten, as conducted by Mrs. Pollock, was a pure kindergarten. Mrs. Pollock, while teaching at West Newton, wrote several articles on the kindergarten system for the "Friend of Progress," in New York, these being among the earliest contributions to kindergarten literature in this country. The Washington Kindergarten Normal Institute, conducted for many years by Mrs. Pollock and her daughter Susan, has become famous throughout the country. A daguerreotype of the West Newton Kindergarten, taken in the fall of 1864, shows eleven children, among them Sarah C. Allen, daughter of Nathaniel, Minnie T. Allen, daughter of George, and Edward E. Allen, son of James, beside Mrs. Pollock's daughter Uila. This is believed to be the earliest group of kindergarten children to be taken in this country. Some of them were but three and a half years of age. The kindergarten was continued as a department of the school long after the primary department was given up, though always carried on at a financial sacrifice. It was continued till other kindergartens were established in the vicinity where this had led the way, lasting in all some ten or eleven years.

A training-school, for pupils from nine to thirteen, was a permanent feature of the school, having for its special purpose the cultivation of the powers of close attention and concentration of mind.

The academic department, for pupils above the age of thirteen, was intended to fit for college, for the scientific schools, or for a business life. The catalogue as early as 1874 defined the object of this department to be, in almost the words of the very latest definition of the object of a modern secondary school, "to cultivate the power of clear thought and exact reasoning; to discipline the mind; to put the pupil in full possession of all his faculties, as tools for doing life's work."

In harmony with this idea, much time was given to the natural sciences, to lessons in government, political economy, modern literature, ancient and modern history, and current events. All these were taught from the first, in a day when the curriculum of the secondary schools was limited chiefly to the classics, mathematics, and English grammar. Each scholar was encouraged to study at least one modern language, and one accomplishment, either drawing, painting, or music. The cur-

riculum was remarkable in what it omitted. English grammar, with its wearisome exercises in parsing and analyzing, on which so much valuable time was wasted in the schools of the period, was excluded. Instruction in language and grammar was given largely by means of lectures and copious written exercises.

Time was secured for these lectures and concert exercises by unique methods. The work of the school year was so arranged that certain subjects received special attention at certain periods. Thus, during the fall term geography and natural philosophy were studied; during the winter term, history, American, English, and French; and during the spring term, when specimens could be obtained from the fields, botany and natural history. The monotony of the school work was also pleasantly broken by a unique Wednesday session, when almost the entire day was given up to general exercises and lectures, of which abstracts were to be prepared, the regular recitations being intermitted for that day. But, lest Wednesday should cause too great a break, the programme was so arranged that each pupil should have one or two regular recitations on previously prepared

subjects. Additional time for general exercises was secured by devoting ten minutes in the middle of each day's morning session to singing in concert, a feature much emphasized in all the Allens' school work, or to a brief lecture, or concert exercise in geography.

These general exercises were for the whole school, even the younger academic pupils being required to participate, on the principle that they would by listening absorb much of value, though not fully able to comprehend all.

In an attendance of three years a pupil finds a record of the following general exercises: Arithmetical problems placed on the board each morning during the spring term, the solution to be handed in the next morning, the drill ending with a written examination, using the Harvard entrance examination questions of the previous year; mental arithmetic, for the whole school, during the last half-hour of the session, with Warren Colburn's "Mental Arithmetic" as the text-book, there citation being by the Lancastrian system, very like a modern progressive game of cards. The school was grouped into ten classes of equal size. A monitor in each class acted as teacher, the pupils going towards the head or foot, "changing

places" as they recited. At the close of the recitation for the day, the pupil at the head of the class was to become the monitor for the next day, while the monitor passed up to the class above (the classes being numbered), to take his place at the foot of that and work up. Strict analysis was required, and much pleasure as well as a good mental training resulted. Other exercises were in geography, with maps placed before the school, who recited in concert the names of states, cities, rivers, and other divisions, physical and political; in phonetics, a drill in enunciation and elocution, from phonetic charts; in dictation, writing in copybooks from dictation extracts chosen by a teacher from The Pilgrim's Progress, or some other bit of standard literature, and written spelling from dictation. One of the methods of teaching spelling was the one employed by Mr. Joseph A. Allen in the Academy at Syracuse, so highly praised by Hon. Andrew D. White, who says it seemed to him the best possible method of dealing with "the wretched bugbear of English spelling." This was the dictation by the teacher of about twenty words, to be written as fast as dictated in a copybook ruled with two columns on each

page, one column headed "Spelling," the other, "Corrected." When all the words were written, the pupils were called upon to read, in turn, each a word apiece, as they had spelled it, passing from one to another till the correct way was read, when all made the correction in their books in the second column. Thus they learned orthography practically, "for the practical use of spelling comes in writing." (Autobiography, Andrew D. White, vol. i, p. 9.) One spelling lesson consisted of the names of all the teachers and scholars. Incorrect sentences were placed on the board for correction and proper arrangement, and occasionally a letter, addressed to some person, with its sentences disarranged, for the pupils to arrange them properly, according to the rules of composition.

There were brief courses of lectures on Greek and Roman history and mythology, on government and political economy, and on astronomy, zoölogy, chemistry and mineralogy; the latter illustrated by objects from a mineralogical cabinet of over twelve hundred specimens, which had its beginning, as we have seen, in the collections made years before, at Northboro and Northfield.

One cannot speak of these general exercises without dwelling upon one of the most peculiar and valuable features of the work in this institution, the School Journal. For the journal gave daily training in penmanship, spelling, composition, grammar, power of expressing thought, and incentive to observation and original thinking. No English "compositions" on abstruse or trite subjects were ever assigned or required, for the journal more than supplied the place.

Every pupil was required to keep, in books of a uniform size, a daily journal of at least one page in length. While certain things were required to be recorded, such as the daily reading of the thermometer and barometer, — placed on the board every morning by some boy to whom this task was assigned, — and the state of the weather, — from the pupil's own observation, — there was large latitude allowed, and the subject-matter of the journal formed an index to the scholar's mind. Once in two weeks the journals were collected and examined by the teachers, and, when returned, all corrections indicated were to be made by the pupil, wherever possible, and errors not capable of immediate written correction were to be

avoided in future. These journals when well kept have proved most delightful memory books of bygone school days, recalling forgotten happenings. Some men and women always continued their daily journal, all their lives, on the lines of the school journal.

There was no lack of material for the daily page of the school journal. The daily talks on current events, the Wednesday moral lectures, which, by the way, must occupy the whole page of Wednesday's journal, or else a page and a half must be written about something else, — the remarks of the frequent famous visitors to the school, beside the daily events in the little world of the school itself, all gave abundant opportunity for exercise in composing and expressing correctly one's ideas.

Reading, in the academic department, was on Wednesday afternoons, each pupil, in turn reading, reciting, or declaiming an entire selection, which had been previously rehearsed before a teacher. These were before the whole school, a few pupils each week, till all had had a turn.

Very early in his career as a teacher, Mr. Nathaniel T. Allen had observed the injurious effect of "deceitful, show examinations," be-

fore parents and invited guests, where nothing was asked of the pupils which had not been previously rehearsed for the purpose of the public exhibition. So, in his own school he never had any formal public examinations or graduation exercises. The three objects aimed at by these methods — tests of the pupil's knowledge, the encouragement of emulation, and the pleasure of sociability — were secured in other ways.

This school is among the first, if not the very first, to require regular and frequent written examinations as a test of work accomplished. Early in the seventies, a written examination on every study regularly pursued in class-room work, was given once in two weeks. Later, they occurred once a month. Every examination paper, when returned, was required to be made up to a hundred per cent, and returned to the teacher, before the examination could be considered at an end.

For the cultivation of a proper amount of emulation, and of sociability, there were dramatics by the scholars, musicales, one especially at the end of the school year given by the music pupils and their instructors, as the closing exercise of the year, to which parents

and friends were invited; school sociables; a school sleigh-ride every winter; a lawn party at the end of the year, and, for the boys, a Lyceum, whose officers were chosen from among their own number. The Lyceum building in the school yard served also for the dancing school, and for the dramatics, having a waxed floor and a small stage. All the boys old enough to participate in debate belonged to the Lyceum, which met regularly, and debated the questions of the day, thus gaining practical experience in public speaking, and in parliamentary methods. Sometimes the girls were invited as guests.

There was unusual provision for pupils who, for any cause, could not keep up with their classes. Mr. Phineas tutored regularly all pupils who were unprepared to enter the regular classes, each reciting individually to him till ready to enter a class. The Spanish-speaking students learned their English from him, and made ready under him to enter the classes.

But perhaps the most absolutely unique feature of the school was the Saturday session, or as the boys and girls called it, "Session." This seems to have been an original idea with Mr. N. T. Allen. It could not, perhaps, be carried

out very successfully in any but a boarding-school, where the pupils were constantly under the control of the teachers. Yet such an essential part of the Allen School was this Saturday session that even the day pupils felt as if some dire misfortune would overtake them if, when called to "Session," they failed to appear. Briefly the scheme was this: All pupils who had failed to do good work in their classes during the week, and all who had been persistently disorderly in class, were required to report at the schoolhouse on Saturday morning, and remain till they had made up their work and recited the lessons in which they were deficient. If called for bad behavior, they were kept a reasonable length of time, copying, or committing to memory and reciting, some selected poem or extract of prose, or writing an essay on a selected subject. This took the place, very largely, of the custom in other schools of keeping pupils after school to make up their lessons, or for punishment. As the session lasted no longer than was necessary to accomplish the work, and as the principals took turns in presiding over it, it was easier for the teachers than staying after school, and the practical result was that, so far as it could be

accomplished, the class-room work began on Monday morning with all pupils on the same level, each one having performed his tasks up to date.

Character-building was not only to the principals of this school the end and aim of school instruction, but they kept it persistently before the pupils. No scholar in the Allen School had any excuse for saying that he did not know what he went to school for. Whether preparing for college or not, he knew he was preparing for his life-work, whatever it might prove to be.

The moral lectures were given regularly on Wednesday mornings by the principals, each in his turn. They were intended to aid in developing self-control, courtesy, entire truthfulness, purity of heart, and public spirit in the youthful hearers. To make sure that all were attentive to the lecture, each pupil was required to write an abstract of it in his journal for the day.

Of course the hearers would not have been human boys and girls if they had not at times "made fun" of the moral lectures, yet deep down in their hearts they appreciated what their teachers were striving to accomplish. Mr.

Allen related one instance where a former pupil, a young man, fell into bad company, and in the midst of his career of dissipation opened his old school journal. His eyes fell upon an abstract of a moral lecture. This so arrested and impressed him that he then and there broke away from his evil associates, and finally wrote Mr. Allen of his reformation, with gratitude to him for his share in it.

The subjects of the lectures are suggestive: Temperance; Honor; Character and what Determines it; Obedience to Authority; Influence of Study on Character; Moral Reform; Truthfulness; Manner of Thought; Moral Suasion better than Physical Force; Profiting by our Experiences; Preparing for the Experiences of Life; Having a Purpose in Life; Our own Part in Cultivating our Powers; Courage and Bravery; Choosing Friends; Conscience; Manners; Gentlemanliness; Table Etiquette; Habits; Gambling; Whispering; Selfishness; The Inward and the Outward Law; Swearing; Tobacco; Ventilation; Laws of Health; Punishments; Self-help.

Sometimes, in place of these more abstract subjects, the life of a man or woman of note was discussed, and held up to the students as

an example. Nor were these talks confined to those who had done well. Every public delinquency, as it came to the knowledge of the teachers, was made an occasion for pointing a moral. Perhaps it is not strange that biographies of "Jim Fisk" and men of his kind were frequently more fully written out in the journals than those of George Washington, Samuel J. May, and Horace Greeley!

As the emphasis was so strong on the development of character, we are not surprised that the reports to parents were of an unusual nature. Instead of the numerical marks for the various branches pursued, these reports contained, under printed headings with the names of the studies, one or two brief sentences, expressing the opinion of the teacher as to the progress and standing of the scholar. Thus they formed a sort of mental and moral photograph of the pupil as he appeared to his teachers. For example: "Deportment, Entirely true; Reading, At times wanting in expression; Penmanship, Marked improvement; Arithmetic, Has done well, not quick, but accurate; Physical culture, Needs careful training. Remarks, A conscientious, a faithful, earnest little worker. Will be a good reliable scholar if not a brilliant

one." These reports were sent to the parents, who were to decide whether the pupil should see them.

A novel feature of the school was the teachers' meetings, held at regular intervals to discuss the problems presented by the deportment and work of the pupils, to compare notes and discuss perplexities, and to decide on courses of action with respect to individual pupils, their studies and examinations. This was one of the modern methods of pedagogy in which the school was a pioneer.

So also was it a pioneer in securing addresses from prominent men and women connected with the government or with the public movements of the times.

And a testimony to the importance and novelty of the work of the school is found in the large number of visitors, not only parents, but others, throughout the school's history, especially in its early years.

Briefly, the distinguishing feature of the West Newton English and Classical School may be thus stated: The emphasis laid upon the formation of a strong, self-reliant, well-rounded character as the great object of education, and the constant effort to impress the

pupil with the fact that all instruction and discipline is but a means to that end.

In the next chapter we shall, in considering Mr. Allen as an educator, show how far he succeeded, in individual cases, in his work of character-building.

## CHAPTER VI

### THE EDUCATOR

As an educator, Nathaniel T. Allen possessed in a remarkable degree the faculty of infusing enthusiasm into the minds of his pupils, and making them study for the love of it. This was partly because of his insight into child nature, and partly because of his own abounding enthusiasm and perennial interest in everything of good that life had to offer. The same was true of his brothers, and admirably did they coöperate in making the school a success.

We have seen how ready he was to adopt new ideas. For instance, when living in the family of Horace Mann he was impressed by the training Mrs. Mann was giving her children with kindergarten models and pictures imported from Europe, and he never rested till he had secured a German kindergartener to open a kindergarten department in connection with his school. In the same way, the training in nature study given him by his uncle, Joseph Allen, led him to seek further instruction along

those lines for himself, in order to introduce it into his school-teaching. His uncle was far ahead of his time in respect to such studies. A lady of Northboro remembered well a botany lesson he gave in the town hall to the children of the village, in the year 1826, when a sorrel blossom seen through a magnifying-glass appeared to her like a beautiful single rose. So the love of nature seems to have been a family trait, leading the Allens to emphasize it in their curriculum.

Nathaniel T. Allen's methods and aims, as set forth in his circulars and catalogues and successfully put into practice for many years, are those of the foremost educators of our time, and even now are considered novel as applied to the public schools. Most strikingly is this true of the studies arranged for the classes in the training-school. Here, while children of the same age (from nine to thirteen) in the grammar schools were limited to the monotonous rote study of geography, grammar, and "the three R's," the boys and girls in the Allen training-school were having language lessons, oral French, the study of geometrical forms, and natural history with object lessons, beside arithmetic and geography, and were enjoying

general exercises in singing, gymnastics, and drawing.

The curriculum of the academic department, with its precious years economized by careful arrangement and grouping of studies, was entirely in accord with the advanced thought of to-day. The suggestions made by Prof. Paul H. Hanus of Harvard University in his recent book, "A Modern School," for utilizing the time and enriching the courses of study for the public grammar and high schools, read almost like a description of the Allen School methods.

Mr. Allen laid great stress on continuity of influence. Hence he deplored frequent holidays during the school year. He once asked the pupils to write down in their journals one reason why he thought it better for school to keep on Washington's Birthday and Decoration Day. This was, that a holiday disturbed and interrupted their studies for three days, the day before, when they were looking forward to it, the holiday itself, and the day after. On one Decoration Day, in 1872, when school kept, the exercises included an address on the Anti-Slavery Conflict, and the singing of a hymn entitled "The Soldier's Grave." While no

day pupil was compelled to attend school on such anniversaries, he succeeded by his wonderful tact in making the children and their parents feel it was a good thing to do.

Indeed, this same tact assisted materially in the accomplishment of his ideals. Chorus singing was always a feature in the schools he taught, and every pupil was expected to sing. Of course there were always some who thought they could not sing. Instead of demanding that they should sing on pain of punishment, he merely said, "Very well, while the others are singing you can commit the words to memory." Soon all were singing!

His theory was that the teacher must get close to the parents as well as to the pupil. This was a principle with his Uncle Joseph in his successful family school. His nephew Nathaniel says, in a letter to his uncle, dated June 28, 1869, "We look to you as the head of our family in educational matters, for from you came the spirit that inspired us with a desire to teach." Yet there is no doubt that the inherited tastes and natural tendencies were in line with Dr. Allen's own, hence his example and precept made the deeper impression.

Mr. Nathaniel Allen often met with opposi-

tion from parents of differing opinions, especially from those who dreaded innovations, but he persevered in teaching what his judgment approved and what he deemed essential to the foundation of noble manhood and useful citizenship. On the other hand, many parents gladly acknowledged his skill and wisdom, and approved his management most heartily.

His reputation as a moulder of character was such that he always had a large number of boys in the school who, because of the over-indulgence of wealthy parents, or lack of parental care by reason of the death of either or both father and mother, or from other considerations, were unruly, disorderly, and hard to govern. His unvarying success was so brilliant in this respect, that many who knew of it in individual cases gained the false impression that the school was exclusively for boys, and frequented only by boys of that class. Nothing could have been further from the truth. There were always a majority of good, studious boys, and many girls. It seems that there was an especially warm corner in his heart for the girls. In 1852, while in the Model School, he wrote to his cousin Edward, "My love for the pupils of my school, especially the girls, is very

strong, though I love the boys. Yet the girls seem nearer to me. However, I am happy to believe my influence is very strong with my boys generally."

While teaching the Model School, he put in practice a plan which the school committee related in detail in their report for 1849–50, with words of commendation. This was as follows: Each pupil wrote a note to his teacher every two weeks, in which he was encouraged to tell of his feelings, trials, joys, sorrows, make explanations, give excuses, or communicate any other thought which he wished to his teacher, as his friend and instructor; and the teacher, after reading these notes, wrote on the margin some brief reply, with encouraging and affectionate remarks, and returned this *report*, as it was called. The English and Classical School circular of 1875 closes thus, with a greeting to former pupils: "We shall be glad to receive an answer to this, giving us an account of your life since leaving us, and your present condition, prospects, etc., remembering that, next to your nearest relatives, none sympathize more deeply with the joys and sorrows, the successes and failures in life, than he teacher." Was it any wonder that these

teachers succeeded in so remarkable a degree in making their scholars feel that the school belonged to them, and was for their benefit, and therefore that each felt an interest in doing all he could to promote its best interests?

The boys and girls placed under the care of Mr. Allen were to him as precious souls, to be developed and made fit to serve their day and generation as true, honest, God-fearing men and women. This accounts for the great emphasis on character-building, for that was what education meant to him. Hence the moral lessons, the firm stand against tobacco using and liquor drinking, and questionable amusements.

He laid great stress on giving the pupils something worthy and interesting to think of and to do. This was his chief reliance, rather than prohibitory commands. He was anxious that they should see and hear everything that was best in the life, action, and thought of the day. He read aloud to the pupils in his family the best books of the time, as they came out, books of exploration, travel, and biography, as well as the novels of Dickens and others. He organized excursions, at frequent intervals, to the historic spots around Newton,—to Concord, Lexington, and Cambridge. Every year

the pupils were taken to Wellesley, to see the beautiful estate and Italian garden of H. H. Hunnewell, to the old home at Medfield, to a husking party, to agricultural fairs. On these trips, his own wholesome enjoyment was contagious. If a child seemed indifferent when he was explaining the objects of interest around him, he would very likely say, "You do not seem much interested, you better get out of the carriage and walk awhile!" A walk to Mt. Wachusett with some of the boys was long remembered, for they put up over night at a poorhouse, or town farm, on the way, and thus had some novel experiences, and learned some valuable lessons.

It was an article of his educational creed to see and hear famous men and women who came to Boston and Newton, and to have the pupils do the same. Every celebrity in the world of politics, philanthropy, religion, literature, and art who had a helpful message to mankind was welcomed, and parents who could afford it were expected to provide money for tickets for their children to attend the meeting, lecture, concert, or play. Whenever possible, a company of pupils went with some member of the Allen family to ceremonies connected

with famous places and famous men. They attended the funerals of Gov. N. P. Banks, Ralph Waldo Emerson, William Lloyd Garrison, Wendell Phillips, and Charles Sumner; they walked several miles to Watertown to hear Theodore Parker preach; they heard Starr King, William Lloyd Garrison, Wendell Phillips, Charles Sumner, Gov. John A. Andrew of war times, and all the celebrities of later days.

The Allens were enthusiasts on the subject of early rising, and never accepted the modern theory that children should sleep as late as they choose and do no brain-work before breakfast. An excursion to Prospect Hill, some three miles away, to view the sunrise from its summit, was occasionally taken in good weather. The family pupils, unless the physical condition forbade, must rise at six o'clock, study or take their piano practice from half after six to a quarter of seven, then breakfast, and be at the schoolhouse ready for the opening of the session at half after eight. The gain in health and strength was remarkable in most instances, seeming, in spite of modern theories, to prove that the Allens were not far wrong in their practice of getting up early and

working before breakfast, and in requiring their pupils to do the same.

Mr. Allen believed in developing a sense of responsibility in the young by giving them something to care for, and also in cultivating their love of pets and play. The family pupils, as if in their own home, were encouraged to have pet animals of all kinds. The place was filled with rabbits, squirrels, pigeons, hens and chickens, lambs, ponies, or whatever happened to be the special fashion in pets. At one time four monkeys were members of the family. Bees were kept, for the pupils to observe. Horseback riding was encouraged. In the spring, garden plots were given to the boys to plant and care for. All these things were of the greatest benefit to the children from cities and towns, to whom nature was but scantily familiar. In connection with this subject, we find a note of an address delivered by Mr. Allen at the Medfield Bi-centennial, shortly before his death, in which he says that farmers' children do not need to have so much time spent in school on the study of common plants and animals, they are familiar with them already; but for the child of town or city such study is important.

The sense of responsibility was also systematically developed by assigning certain important but light duties. One boy was to have the charge of the keys to the schoolhouse, to see that it was opened at a set hour each day, before the opening of the session, to carry Mr. Allen's basket of books to the schoolhouse; another was to observe the thermometer and barometer at a certain time each morning, and to write the readings of these instruments upon the blackboard. These duties were changed from time to time, lest they should become monotonous, and were made interesting by telling stories about successful men who had done such work faithfully when boys,— entertaining and amusing stories, which he enjoyed so heartily himself and knew so well how to tell to others. He believed, to a certain extent in the custom of "fagging." Thus he was accustomed to put the younger boys under the care of the older ones, who were to train them in respect to their personal habits, see that they learned their lessons and were prompt at school. He believed that this benefited both: the younger boy, who had some one to whom he could look up, as to a "big brother," and the older, who was learning to care for and be

thoughtful of the weaker and more dependent.

He was fully conscious of the restlessness of growing boys and girls, and therefore made ample provision for frequent changes of occupation. Each child, he said, should read some, study some, and play some, every day, and, the boys especially, be given an opportunity to "let off steam," as a means of disposing of exuberance of spirits, thus making them more likely to be orderly and quiet in school and study-hour. Full of life and health himself, he was, at the proper time, a boy with his boys, leading a game of snowballing, cheering and encouraging by applause the ball team; making it a principle to be always in touch with all the sports, and to suggest new ones from time to time.

Every afternoon was devoted to outdoor sports, if the weather permitted, otherwise indoor sport was to be had in the gymnasium, the bowling alley, or the Lyceum hall, where roller skating on the waxed floor gave the girls as well as the boys much pleasure. As has been stated, the inventor of the roller skate, Mr. James L. Plimpton, was a cousin of the Messrs. Allen, so it was natural that these

skates should have been introduced into the school at an early date.

Cricket clubs, baseball and football clubs were a part of the life of the school. Concerning football as played at the present time, we find some notes made by Mr. Allen not long before his death.

He says, "Other outdoor exercises, hare and hounds, skating, wrestling, are as developing to physical endurance, without the brutality that now characterizes the game, and I should even prefer boxing. It is not a game for girls, and is not suitable for one tenth of the boys. It does, if rightly played, develop courage, grit, and perseverance, and, should it ever be improved in a way to eliminate the brutality, I judge it would be one of the most valuable of outdoor games."

The supervision in the Allen School was so constant that no game could degenerate into brutality. Even at recess, one of the gentlemen teachers was in the yard with the boys, to watch and guide the sports.

Some of the ways of "letting off steam" were unique. Sometimes it was play, pure and simple, as a game of snowball, or a short sleigh-ride with boys for horses. Sometimes work was

made play. At one time, having a field he wished to clear of stones, Mr. Allen asked the boys to help by making a game of it. Posts were set up in the parts of the field where he wished the heaps of stones to be. These were used as targets, and the boys, led by himself, picked up the stones and threw them at the targets. Thus amid great fun and wholesome exercise and enjoyment the field was cleared.

He advised parents to avoid summer hotel life for their children during the long vacation, and if possible to place them on a farm, or somewhere in the country. At his own summer home at Linekin, on the Maine coast, he always had, in later years, a number of pupils spending the summer most happily under his care, swimming, sailing, rowing, fishing, and tramping over the hills.

On Sunday, that long and often weary day for children, the time was carefully planned. Attendance at the church and Sunday school of the parents' choice was required. As a matter of fact, most of the family pupils, irrespective of the denominational affiliations of their parents, attended the Unitarian church with their teachers. But this was not in the slightest degree because of any influence on the part of

the latter. The Allens were all remarkably free from attempts to proselyte. As Hon. Andrew D. White said of Joseph A. Allen at Syracuse, so it could be said of him and all his brothers at West Newton, that the very atmosphere of their school made sectarian bigotry impossible. The family pupils naturally preferred to go to church with their mates, and the rows of pews at the West Newton Unitarian church contained the children of Roman Catholics, Japanese Shintoists, and all shades of Protestant beliefs, as well as those of no belief. At times, for temporary reasons, a Sunday school was held in the school building, with teachings on the life of Jesus presented by the Messrs. Allen, but attendance was not compulsory for those pupils whose parents preferred attendance at some other Sunday school.

After dinner, letters were to be written to parents, and then walks were taken in groups of twos or threes, over routes planned and chosen by the teacher at the head of each family. Thus the whereabouts of the youths during absence from the house were known, and also the hour when they ought to return. The evenings were made pleasant by the Sunday evening "sings," led by the rich voices of the

Allens, and accompanied by Mr. Nathaniel and the boys on the violin, which he learned to play in early manhood.

One of the burning questions in the days of the educational awakening under Horace Mann was the place of the Bible in the schools. True, it has not ceased to be a burning question, but the rancor of the early time is softened. Nathaniel T. Allen began his life-work in the midst of this controversy. For himself he settled the matter by regularly opening his school session with devotional exercises consisting of singing, reading of the Bible, and prayer. Nor was this a meaningless service. Taking for his creed the Sermon on the Mount, our teacher kept before us the simple truths of righteousness of heart and life.

The very first circular of the West Newton school stated that particular attention would be paid to manners and morals. Quiet, refined courtesy was inculcated constantly. In the schoolroom as well as in the home, each boy must wear slippers, as the principals themselves did. Entering the schoolroom or the family sitting-room with heavy shoes was a punishable misdemeanor. Every boy on entering the schoolroom must bow to the teachers on the

platform, and if the bow was forgotten the boy was sent back to enter the room again. It was a bit amusing to see a boy bow on entering when, as occasionally happened, there was no teacher on the platform, but he had learned that that was the only safe thing to do, and the only correct thing for a gentleman to do when entering a room where others were present. The pupils were carefully trained to be courteous to their elders, something much neglected in these latter years. They were taught to rise when older persons entered the room, to draw out their chairs at the table, to watch for and anticipate their wants. Mrs. Allen, the dear house mother, was to be cared for, her chair drawn out for her at the table, and assistance rendered to her, as to an own mother. All this was not as a matter of compulsion, but as willing, loving service. Pupils coming from boarding-schools where all were gathered under one roof, and ruled by prohibitions, found themselves in a new atmosphere in the Allen families, and could not at first adjust themselves to this unwonted family life of voluntary courtesy. When the pupils left for their homes at Thanksgiving and Christmas time, Mr. Allen took pains to impress upon them that they

should carry with them these acts of thoughtfulness, and look out for the comfort of their parents, and especially their grandparents, whose presence in the household is a benediction. Grandpa and Grandma Allen's annual winter visits to their sons made it possible for all the family pupils to enjoy the acquaintance of an aged couple whose hearts embraced them all, as if their own grandchildren, and to learn how to cherish grandparents.

In his theory and practice of discipline, Mr. Allen was, as we have seen, far ahead of his time. We have noted his hatred of corporal punishments, and his early resolve, in his first school at Mansfield, not to employ them. In later years he writes: "Considering the universality of the custom of the infliction of corporal punishment in family and school, and of the almost universal belief in its importance as an educational influence, it is a gratification to recall my position in the matter. Undoubtedly the spirit of 'Spare the rod and spoil the child,' mingling with the Calvinistic doctrine of total depravity, made it difficult for more Christian views to prevail. The recipient of a severe flogging is made angry and defiant, or is cowed into a subservient spirit."

His method of meeting the unruly school at Shrewsbury is characteristic. He writes: "As usual, I opened school the first morning with a pleasant, even jocose address, stating that I believed they were present for improvement; that their clergymen, physician, and others had examined me, and considered me qualified to teach the various branches, but they had not examined me physically, though under such examination I should probably be found well qualified, as I was vigorous, strong, and especially well-fitted for a 'knock down and drag out' contest; that I was good-natured, and had always been friendly with my schoolmates and with the pupils in the schools where I had taught, and that I should do my part in making this a most happy school; that it took both their and my efforts to accomplish good results. This and much more held their attention, often causing laughter, and thus enabling me to get an estimate of their various dispositions. I told them that in every town, family, and school there must be a head who arranged for orderly doings. So in this school we must have a time to begin, to close, and for recess, and a quiet time for study and recitations. That a few rules were better than many.

As whispering and play interfered with study, we must have these at stated times, playing only at recess, out of school, and whispering quietly, if in the school-building at recess. This was well received, as reasonable, and so we started well, in good spirits, and all were evidently pleased with the unique order."

He gives the following account, "to show how some excellent persons, fine scholars and courteous men and women, may be deficient in disciplinary executive ability." "My good friend C—— (a Normal classmate), for whom I secured a school near mine, began the same day I began at Shrewsbury. His schoolhouse was unfortunately burned, and as no provision could be made within a week for resuming the school, the committee requested me to allow him to spend that week in my school, to aid C——, as he said, in gaining ability to discipline his school. I gladly consented, and received much kind assistance from C—— in class-room recitations. Friday noon C—— said, 'Nat, I don't see *how* you *do* anything to preserve order. Not a whisper! The room is perfectly quiet, and I've been here all the week.'

"I said, 'You watch. There is a lad who is getting a little careless, and I will correct him

this afternoon. At the last recitation, as anticipated, the lad, of some thirteen years, was standing in class in front of my desk, in which sat C——, when I placed the boy suddenly on the floor. C—— jumped up quickly, but too late to see how it was done. One week later, C——, having resumed his school, met me in Northboro with the exclamation, 'Nat, I've done it!'

"'Done what?' I asked.

"'I knocked a boy down,' said C——, adding, 'But it was the wrong boy!' This of course caused trouble with the boy's parents. By the way, this victim of my friend's misdirected zeal happened to be the only boy I had punished during my term of teaching at Mansfield."

Mr. Allen believed in natural punishments, such as tend to correct the offence punished. His maxim was, "Punish the *act*, not the child." Beside this he placed another rule, "Never present *too* strong a temptation to another, whether child or adult, to evade a moral obligation." This latter lesson he learned early in his teaching career while visiting the school of another of his Normal classmates, and it made a lasting impression.

He says: "At the close of the morning session,

R—— requested all those boys and girls who had not whispered to raise their hands. Up went every hand except those of a small number of conscientious children. A lad who had been whispering inveterately during the morning, sitting in front of me, raised his hand as not having whispered. I was indignant at his brazen effrontery, and I immediately rose and denounced his untruthfulness. It seems the lad belonged to the most wealthy and influential family in the place, and had given his teacher much trouble. The castigation he then received proved of decided benefit. This incident strongly influenced me in my future dealings with young and old. Temptation exercised within the limit of power to resist it successfully, strengthens; if pressed beyond that point it weakens the character, whether exerted along moral, mental, or physical lines."

This incident recalls vividly the blazing scorn of deceit and underhanded dealing that characterized Mr. Allen. Usually calm and controlled, his whole being was instantly transformed at such a moment, his eye would "redden with its inward flash of lightning," and his trumpet-toned voice ring out with all its power in withering denunciation, while the

terrified culprit cowered before him, experiencing sufficient punishment in the very sight and sound. In one of his early diaries he writes: "I am ready to overlook all failures when I see an earnest effort to do the best in one's power; but wilful disregard of right, — this causes me to feel and express indignation."

His ingenuity and tact in making the punishment fit the offence and the character of the pupil committing it were remarkable. If a boy started an annoyance, such as drumming on his desk with a pencil, he would keep him at it until the offender was completely disgusted with the act. A pupil who had a habit of exaggerating, and impertinently told him, when asked if he had performed a certain act, that he had "done it a thousand times," was seated at his desk and ordered to make a thousand marks on a piece of paper. Before he had made two hundred marks, he went to Mr. Allen and apologized, saying, "I don't believe I have done that thing a hundred times!"

The "Newton Gazette," a paper published at intervals by the pupils of the school, relates the following: —

"On a rainy morning in April, two of the E. & C. lads, having become somewhat angry

with one another, used their umbrellas as if they were common sticks. The result of the action proved more effectual in subduing their weapons than either of the lads. One of the combatants informed a teacher of the fray, and accordingly both their names were to be found on the Saturday Session List, at which session they were required to write an essay on the history, use, and care of 'The Umbrella.'"

Some of the former pupils will never forget a certain St. Patrick's Day. They entered the schoolroom with immense cravats of bright green, and large buttonhole decorations of the same color. Mr. Allen, in opening the session, remarked that he observed several pupils were enthusiastic devotees of St. Patrick; that he himself was not very well posted on the life of that saint, and would like some information. Calling one of the decorated youths by name, he requested him to stand up and tell the school about St. Patrick. But the boy confessed he knew nothing about him. One or two others were questioned with the same result. "This is very strange," said their teacher, "that you should be so enthusiastic over a man you know nothing about. You may stay in at recess, read

up on the subject, and hand in an essay on St. Patrick." The next year, one of these lads was still in school, and remembering the previous St. Patrick's Day, he prepared an essay, to be ready beforehand, and appeared in school with decorations of green, only to discover that essays were not acceptable, topical questions on St. Patrick being given out for that year.

Whenever he was obliged to be severe with a scholar, he took special pains to show kindness to him at the earliest opportunity, and many a boy and girl remembers a pleasant drive into Boston or over to Medfield taken with their teacher after a punishment. As one gentleman said, "I remember it well, for I was a pretty bad boy, and had to be punished a good deal, and I had a good many invitations to drive."

He has left a written account of his experience with a boy of sixteen, who was placed in the school by his father, who concealed from Mr. Allen the fact that the lad used tobacco and drank liquor, and had been expelled from the school he had last attended. This, Mr. Allen says, was not uncommon in his experience, that boys, and occasionally girls, were placed in his care without any information

from the parents of the child's bad record, in the hope that the new start might be a fair one.

A few days after this lad entered the school, he was permitted to go to get a new suit of clothes, and returned in liquor. This was Saturday, and, fortunately, no one but Mr. Allen saw him come up the walk. He was sent directly to bed, and, having slept off the effects, appeared at breakfast in normal condition, so that the affair was kept concealed from his companions. At bedtime, when he came to bid Mr. and Mrs. Allen good-night, he was asked to remain after the others had retired, including Mrs. Allen. Not a word had been said during the day concerning the experience of Saturday. The boy sat at the study table with a peculiar expression, not exactly defiant, but self-contained and evidently prepared for what might come.

"After saying how surprised and sad I was to see him in the condition of the previous evening," continues Mr. Allen, "and setting forth its inevitable result if not at once stopped, I spoke of his mother's sadness when she should learn of his condition. I was greatly surprised to see no indication of his being affected. I then repeated what his father had said to me,

'I would give my life for my son.' This instantly affected him. That point gained, I stopped speaking, simply closing with the words, 'I ask no promises, but I do not believe you will do this again while with us. Good-night.'

"The boy rose, went as far as the door, suddenly turned, and with tears rushed to me, taking my hand and exclaiming, 'I was not prepared for such treatment. I expected a flogging or expulsion, as I have been treated before. I shall not repeat my conduct.' Nor did he during the years he remained in the school. He was a lad of high-strung, nervous temperament, with an inherited taste for liquor, but affectionate and of noble impulses."

A former pupil in the Model School writes after forty-three years to her former teacher:

"How I used to *love* to go day after day, rain or shine or snow or hail, to that school. I think the modern schools are much more stilted and vice-like, all in ruts; whereas in yours all topics were treated in an original and most inspiring way, no two days alike. And *you*, so full of the love of teaching! Yes, indeed I was a favored mortal to have had those years with you!"

A former pupil in the English and Classical School, now in a position of great trust and influence, writes to one of the daughters of Mr. Allen:—

"I have always felt deeply indebted to your father, who did so much for me at a time when I needed it the most. I now have in my possession probably the last letter he ever wrote, which I treasure very highly. I know of no man who has done more in the upbuilding of character than your always respected father."

A parent writes:—

"Your report of my son is most gratifying, and I shall never lose sight of the fact that the almost wonderful improvement in his standing is due to your wise, firm, and encouraging personal efforts in his behalf. You quickly ascertained the weak points in his disposition and firmly persisted in your efforts until he conquered his '*manana*' tendency and began to take the position in his class which he was mentally qualified to reach. But a little over a year ago you received a frail, over-sensitive, nervous, thoroughly disheartened and discouraged little boy, far behind his mates in scholarship, and you have delivered to me a fairly robust, bright, ambitious, and happy youngster,

who realizes and credits you, even now, with what you have done for him."

This letter, addressed to Messrs. N. T. and J. T. Allen, closes: "That the good Lord may preserve you both for many years to carry on your noble work in the Allen School is the prayer of" this boy's father.

It is impossible to relate in detail all the expressions of love and appreciation from former pupils who acknowledged this powerful influence in forming character and guiding the young to a successful career in life. It proves the truth of the maxim of Horace Mann, "As is the teacher, so is the school;" a sententious statement which made a deep impression on Mr. Allen early in his life. Buildings, text-books, and apparatus are useful, but all sink into insignificance as compared with the teacher.

Another cardinal principle, which is at present much insisted on among educators, acted upon by Mr. Allen from the very first, is the duty of the teacher to mingle with the community. He says:—

"All the more influential as an educator is the man or woman who is personally and strongly interested in all which tends to elevate

and improve the community." His brothers, as well as himself, exemplified this in the lasting impress they have left upon the city of Newton.

As a corollary, the Allens emphasized the importance of maintaining a high standard in the public schools. In their own school catalogue they clearly set forth their belief that there should be no antagonism between public and private schools, carefully defining the scope of each. They, as public spirited citizens, took as active an interest in the public schools as if they were not maintaining a school of their own. They state in their school catalogue, concerning the public schools:—

"We know that the higher they rise, the more can our standard be raised. Directly as one is elevated in character, so is the other."

## CHAPTER VII

### EUROPEAN TRAVEL.—STUDY OF FOREIGN SCHOOL SYSTEMS

In the summer of 1869, Mr. Nathaniel T. Allen, with his family and a party of friends, among them their old friends Mrs. William Parker, her two daughters, sister, and mother, the latter, Madam Whitwell, eighty-one years of age, sailed for Europe.

He had always fostered his love of travel, and had been accustomed to lay aside a portion of his salary each year for a vacation trip. Thus he had visited many portions of his own country and parts of Canada. Frequently he was accompanied by some of his students, for he urged upon their parents and themselves the educative value of travel. On this European trip, which was to last two years, he took several pupils, who were placed in schools or under tutors for study in the winter, and who travelled with him in the summer.

The first winter was spent in Dresden. Having been appointed, before his departure from

America, an agent of the United States Commissioner of Education, by his old friend Henry Barnard, Mr. Allen spent much of his own time while in Europe in the study of the school systems of the different countries, particularly those of Prussia, Saxony, and Nassau. The results of his observations are preserved in his valuable report published and distributed by order of the Secretary of the Interior.

The summer of 1870 found the party at Heidelberg. Mr. Allen's journal of July 14th says that "the city has been for three or four hours excited over an election of burgomaster and the news that war would be declared to-morrow between France and Prussia. What a miserable pretence for a cause of war!" Two days later the students at Heidelberg were summoned to their regiments in such numbers that the university was obliged to close. The streets were full of students and also of hundreds of families, hastening, in carriages with their luggage, to escape from the city before it should be blockaded by the French. Thousands of Prussian soldiers passed through, *en route* to the fortresses on the frontier, and Mr. Allen found himself compelled to abandon

his plan of going to Switzerland by way of Baden and Strasburg.

The party had a very exciting experience in getting away from Heidelberg. The railway station was crowded with soldiers and hosts of English and American refugees hurrying to get out of Germany, which might at any hour become the scene of conflict. Mr. Allen found that they could go through to Zurich *via* Basle in one day; but the luggage must be left behind, unless the sum of 225 florins, equal to ninety dollars in gold, was paid for it to go as passenger luggage. So, loading themselves with all their valises, bags, and other pieces of hand luggage, some twenty in all, they started on a delayed train, over a line much blocked by troops. Passing through wheat and barley fields where crowds of old men, women, and children were hastening to gather in the crops before the French should descend upon them, the party reached Basle at ten at night, to find every hotel filled. After a search of two hours, quarters were found in two private houses, the ladies and children in one, the boys and Mr. Allen in another, thankful to find any place in which to lay their heads, considering themselves very fortunate

to get out of the German frontier, which was liable to invasion at any moment, and hoping that the trunks, left behind in Heidelberg, would come safely by slow freight. The next day Zurich was reached in safety, though progress was slow, the trains being hindered by the masses of Baden and Swiss soldiery in motion.

At the pension on Burgli Terrace, overlooking the lake, all was restful and peaceful. Mr. Allen writes:—

"I have already planned several excursions on foot and by steamer. So, with visiting the educational institutions and the many places of interest in this charming town, we shall enjoy two or three weeks."

He took great care on this European trip, as always and everywhere, to bring before the minds of his children all the historical events, characters, and scenes connected with the places visited.

At the end of three weeks the trunks had not come, and as none of the party had with them more than one change of clothes, and some not even that, Mr. Allen decided to attempt entering Heidelberg to get them. He could buy a ticket no further than Ulm; the authorities

would not warrant a passage beyond that point. The trains were very slow, and on all sides was the evidence of war. The Suabian peasant girls were gathering the crops; few young men were to be seen. Mr. Allen says he never saw such crowds of women and young people working in the fields, and even then the grain crop was perishing for lack of a sufficient number of harvesters. It seemed as if the whole population was at the stations as the train came in, to hear news of the war.

At Ulm, Mr. Allen was allowed to mingle freely with a long trainload of Turcos and other French prisoners, who, he says, were a hard looking set, of all shades of complexion, from white to black. Their peculiar uniforms gave them a remarkable appearance. The wounded were well cared for, whether friend or foe, as they lay upon clean white straw in the baggage cars, eating a good supper. The following morning, after a night in Ulm, on his return to the station, Mr. Allen became an object of suspicion, and was surrounded by the military. His passport and papers did not quite satisfy the head officer, and he expected to be shut up under guard. But he treated the matter very coolly, saying that he

knew he was taking a risk, but he was after his luggage, and upon that he was allowed to enter the train. Heidelberg was reached in safety, though the experience of the previous day was repeated, in the slow passage between lines of trains of soldiers. Here he first saw the Red Cross workers carrying the wounded through the streets, their arm band of white with the red cross being conspicuous by its novelty. Hundreds of boys, as well as young men and old, were engaged in this hospital service, while the ladies were busily preparing lint, bandages, and clothing, and nursing in the hospitals. He says it reminded him of the work during our then recent Civil War. The sympathies of the Germans, he says, are strong, and they were now fully awakened. The change in public sentiment in Heidelberg in these three weeks was great. There was now a strong support of Prussia, or rather of opposition to France, though a few of the thoughtful ones dreaded the harsh policy of Bismarck toward the common people.

The removal of the luggage proved difficult, but after two days of interviews and judicious *feeing*, it was finally under way, and the thirteen trunks arrived in Zurich two days later,

at a total expense of about thirty dollars in gold, not counting Mr. Allen's own fares, which he says were small, as he travelled third class. He also says that the experience was so interesting and instructive that he felt repaid.

The family were settled at Rolle for the rest of the summer, and Mr. Allen highly enjoyed a walking trip through Switzerland with his friend, Dr. Terry. He was so fond of outdoor life and tramping, and of bathing in streams and lakes, that he counted this as one of the most enjoyable features of his European trip, though at first he found the day's tramp as hard as mowing the great meadow at Medfield in youthful days. But every day became easier, and as he took a bath in every available bit of water, no matter how cold, he soon became hardened, and endured the trip with his accustomed heartiness.

Acting on the principle of his life, to see and do all it was possible to undertake in the way of legitimate pleasure and profit, especially in travelling, as one might never make a second visit, he planned a trip to Paris, a few days after the battle of Sedan. Of course there was some risk, but he had found everywhere that Americans were reasonably safe, and he wished

to study the situation at close range. He writes, under date of September 9, 1870, at Paris:—

"I went down to Geneva with Carrie, and called upon our consul to have my passport '*viséd*,' but did not find him nor get his advice concerning the advisability of the trip. After once getting my mind upon a course in which I am interested, it is not easy to turn it off, even for myself; therefore, as nothing new appeared to divert it, I concluded it best to go, and after doing a little sight-seeing with Carrie, and taking a cup of coffee, I purchased a second-class ticket for Paris, and started at half-past five. I had Madame Brun, our Geneva friend and hostess, write a statement in French, to prove my nationality, signing it for her husband, Commissioner of the International Society for the Relief of the Wounded (the Swiss Red Cross). This would be of influence, and I kept it in my pocketbook. It was raining and cool. When we had crossed the Rhone, and were wholly in France, the train was stopped, all got out and the passports were examined. My passport did its office, and I and my travelling-bag, slung over my shoulder by a strap, were passed on."

Mr. Allen was fortunate in finding on the

train a French lady who spoke good English, having been a governess in England. She was on her way from Italy to try to save some property just outside of Paris, which she feared would be destroyed by the army. She acted as an interpreter, so that Mr. Allen was able to converse with several French officers and noblemen on the train, all of whom were united in detestation of the Emperor, and enthusiastic as to the Republic.

As they neared Paris the air seemed tense, filled with rumors, and it was feared the train would not be able to enter the city. All agreed that Mr. Allen, being an American, would have the least trouble in getting in, as a citizen of the "Great Republic," and, shaking his hand with true French enthusiasm, they said that he should take them under his protection and gain an entrance for them into Paris, which he readily promised to do. At every station cars, and even whole trains, were added to theirs, some crowded with soldiers, while they met train after train equally crowded with whole families of refugees from Paris, escaping to Italy, Switzerland, and the South of France. Among these he noted with scorn a few young men of the aristocracy, selfishly looking out

for themselves, — "a queer set of Republicans, these," he says.

As the train approached Paris, even before passing Fontainebleau and its beautiful forests, the highways were lined with teams filled with furniture and families fleeing from the city. Within ten miles of Paris few houses were occupied, save perhaps by a solitary domestic whose dim light issued from an attic window. With frequent stoppings and whistlings "the *timeless* train" crept slowly up to and into Paris, passing forts and extensive fortifications clearly visible in the bright light of the full moon. The streets about the station were filled with troops, for the two previous days had seen the arrival of nearly a hundred thousand *gardes mobiles* and others, who did not reach McMahon.

Mr. Allen remained four days in Paris, spending most of his time among the swaying and excited crowds upon the boulevards, sometimes narrowly watched, under suspicion of being a spy. On an omnibus trip, attempting to reach Vincennes, he, with the other passengers, was stopped at the city walls. Not daring to go beyond them, he walked about for an hour, inspecting the fortifications. On entering the om-

nibus to return, a woman asked his nationality. In his excitement he gave the German instead of the French pronunciation, replying "*Amerikaner*." Naturally, the woman instantly called out, "Un Prusse!" thus fixing the suspicion of all upon him as a spy. Amid the excitement which was every instant becoming more dangerous, he managed to reassure them by asserting his nationality and crying, "Vive la République!" But he was closely watched till he alighted.

Every moment was employed either in sight-seeing or in journal-writing, yet he says, though he lost much sleep, the excitement was so great that he did not feel like sleeping. At last the very air seemed to say to him that he must not remain longer in the city, so soon to be surrounded and attacked. For three days all had been expecting and hoping to hear that terms of peace had been agreed upon, but as hour after hour and day after day passed without the desired news, people again looked the thing in its face and firmly determined to meet the enemy and defend their city and country to the last. Mr. Allen went to his bankers, drew a goodly sum in gold and silver, placed the gold in his pocket and the silver in a large bag which

he took in his hand, and went to see the grand review. But his arm began to ache, so he left the silver at his boarding-place, and witnessed the review of some 300,000 National Guards and other branches of the army. "A grand display, no holiday look, but a mass of stern, determined men who feel that death is near. It was sadly grand," he says, "as I looked at the hosts who filled the great boulevards for miles, General Trochu, who holds the military destiny of France in his hands, riding at its head. He is one who inspires confidence. I shall never forget this last review, previous to the investment of Paris. When next these thousands meet, it will be on the battlefield.

"My banker said there was no time to spare, if I wished to leave, so I took a carriage for the station, where I beheld such a scene as I never saw before. This was the last train to be allowed to leave Paris, a fact known to the Parisians, but not, at the time, to me. I stood in a maze for nearly twenty minutes on the outskirts of this surging, crowding, excited mass of people trying to get away from Paris. There were old men, old women, weak and invalided men, families with children, and strangers like myself who had remained till the last

moment. Up to ten minutes of the time of starting I saw no possibility of getting a ticket, but the situation gradually worked me up into a healthy excitement. Buttoning up my pockets and making sure of my watch, my gold, silver, and coin, I entered the crowd, and for half an hour and more enjoyed my favorite pastime of making my way in a crowd. There was much fighting for positions and anger displayed, so I was unusually cautious in planting my elbows. With a constant smile and persistent effort, without seeming to exert myself, I was able to make my way peaceably, and to aid several women who were almost frantic. When less than halfway up, the bell rang, and we thought it all up with us, but we pressed on, and half an hour later succeeded in getting our tickets and entered the train, which had waited for us. A young man from Alsace, who spoke English, told me that a week previous, in a crowd on the boulevards, while talking to a friend from Strasburg, he was knocked down, jumped on and robbed of 350 francs, and nearly killed, on the accusation of being a Prussian spy.

"Every station for seventy-five miles was strongly barricaded, with soldiers behind, to shoot down the Uhlans who might come in

squads. At Foutinoir the station was deserted, for the Prussians were just over the hills. On our train were a large number of raw recruits, going to Lyons to be drilled. They were noisy, and kept us awake nearly all night, in our third-class cars with hard board seats. We made fair time, and I found my family at Rolle, remarkably demonstrative over me, for they had heard that all trains were stopped. My system was quite upset by the intense excitement of my trip, but a night's quiet rest restored me. I learn from the papers that Melun, which I passed on the train, was entered and held by the Uhlans only a few minutes after our train left, so I barely escaped!"

During the winter of 1870–71, after placing their family in schools in Geneva, Mr. and Mrs. Allen, with some friends, visited Munich, Vienna, and Italy.

In Florence it was their good fortune to see King Victor Emmanuel returning from the opening of Parliament, a glittering pageant accompanying, riding through streets and squares richly decorated. Mr. Allen says:—

"With my usual good fortune I stood by the carriage as the Kings of Italy and Spain entered, risking a little from the prancing horses.

Few sovereigns have ever had such triumphs as Victor Emmanuel, achieved without bloodshed or miserable trickery and deceit, called diplomacy."

A visit was enjoyed to the studio, in Florence, of the sculptor, Hiram Powers, whose grandson was subsequently a pupil in the Allen School, and also to that of Ball, the pupil of Powers. In Munich, cards of introduction secured an entrance into the studio of the great painter Kaulbach, whose cartoons had always been greatly admired by Mr. Allen.

Through his official position as a government student of education, Mr. Allen was privileged to meet many of the nobility of Europe, and he had also been most fortunate in seeing over twenty of the royalty, under most favorable conditions. He therefore, when in Rome, strongly desired to see Pope Pius IX, but it was extremely difficult to get an audience, for, owing to the political situation, the Pope did not leave the Vatican nor grant audiences as formerly. The commission from the United States government, however, stood him in good stead here, and the American vice-consul was induced to write a most respectful note expressive of the deep regret Mr. Allen would

experience in leaving Rome, the capital of the Catholic world, without an audience with the Most Sovereign Pontiff and Head of that Church. Armed with this, Mr. Allen drove to the Vatican and presented it with his official card at the door of Cardinal Ricca, who gave him a personal audience and fixed a date for the audience with the Pope, handing him a card of admission for himself and three friends. On the card were printed directions as to the proper costumes for both ladies and gentlemen.

Previous to the visit, the party seriously discussed how far etiquette required them to go in the observance of ceremonies. Having sought the interview, they did not wish to fail in proper courtesy. Mr. Allen writes:—

"My stiff-necked New England spirit rebelled against anything tinctured with subservience. Arriving at the Vatican precisely at eleven in the forenoon, we were escorted to the audience-room, a large and beautiful hall, where some fifty persons were assembled, all but ourselves being evidently Catholics and Italians. By and by, a cardinal entered, and, inspecting us, seemed satisfied, and withdrew. In five minutes a stir was audible, and all but our party dropped upon their knees. We

stood in a respectful attitude while the Pope, surrounded by cardinals and court officials to the number of a score or more, entered, all gorgeously attired in ermine and scarlet robes and scarlet cardinal hats. The Pope soon signalled the kneeling ones to rise. Then, beginning with the nearest and passing from one to another, he spoke a word to each, of blessing, I suppose, while the person addressed at once fell on his knees, kissing the outstretched hand of His Holiness. When he came near to us, my paper, or card of admission, was taken and handed him, upon which card our names were written in full, ladies and all, and my position. This he caused to be read to him, and came to us, extending his hand, which we took in our own and slightly shook. He then asked in broken English if we were 'Americans from New York.' Upon our answering, — 'Ah! Boston?' he said, and with a word or two pleasantly spoken passed on.

"All save ourselves had, when approached by him, kissed his toe. The most splendidly attired ladies and gentlemen seemed completely overjoyed after getting down and crawling on the floor, kissing his toe as his foot rested on the floor.

"After completing his circuit the Pope turned to a little girl who had stepped forward from among a company of Sisters, and had delivered in Italian a very pretty address, offering him a purse of money. The Pope in replying stood very near and facing us. He spoke about ten minutes in a remarkably pleasing and attractive manner, full of action and gesture, which with his really handsome, cheery, and benevolent face rendered him very attractive."

As the address was in Italian, Mr. Allen's party did not know at the time that it contained a denunciation of Prince Doria, the founder of the Sisterhood represented, who had just shown his sympathy with the Italian government and the progressive party by accepting the most responsible position under the government in Rome, an act which had greatly incensed the Pope. So, in this address, after thanking the Sisters for their gift, he told them of the apostasy of their founder, and directed them to pray for him, that he might have grace given him to come back to the church. The Catholics who heard evidently believed that these denunciations would have a terrible effect upon the future of Prince Doria.

On the return, in January, 1871, from Turin to Geneva, being anxious to get back to their children, Mr. and Mrs. Allen had an experience of Alpine snows. At Susa the train was blocked by snow, and the news from ahead was that the track and tunnels were closed so that a train probably could not get through for four or five days. They, with some others who felt obliged to push through, took diligence over the Mont Cenis Pass. The vehicle was drawn by five large mules and one horse, arranged tandem, a driver on the box, whose breath was loaded with fumes of rum, to the great discomfort of Mr. and Mrs. Allen in the coupé, and two postilions to crack up the team by running and shouting, and to dig the party out when stuck in the snow. But with all this the animals could go no faster than a walk through the wintry night, the moon giving only a faint light through the flying snow. Precipices yawned close to the roadside, and far above the huge mountains towered, ready to engulf the party by hurling mighty avalanches of ice and snow. Mr. Allen writes:—

"We knew very well it was not the *burying* that was most to be feared, but the being instantly swept over the precipices by the irresist-

ible mass. We had previously resolved never again to risk ourselves in dangerous places after our experience at Chamouni, yet here we were, passing over the Mont Cenis in a winter's night, during a most severe snowstorm which on the previous night had started several avalanches to block our way. I had left our names at Susa, and telegraphed to our children that we were detained.

"About one o'clock at night, after a ride of five hours in Alpine cold, we were obliged to get out and walk in the deep snow, without a path, to the custom-house at the boundary, where our passports and luggage were examined in a cold room without a fire. Worse than all, we were then huddled into another diligence, wet and cold as it was, and as we were, with no chance to get a cup of coffee or tea. I can imagine how the mug of flip tasted to father and mother on that cold drive from Boston to Medfield, with Joseph an infant in their arms. At such times a *moderate* amount of spirit of a moderate quality is advisable, but there was none to be had.

"We now went at a much quicker rate, though in some places the snow was fifteen feet deep, rising to the tops of the covered bridges

which guard the railway from the avalanches. At five o'clock in the morning we reached the railway station at St. Michel, to find the train gone, and we did not reach Geneva till after two o'clock the next night, owing to delays of trains by the snow.

"You must draw largely upon your imagination, and then you will fall far below the actual, in attempting to grasp the wonderful beauty, wildness, discomfort, and peril of our never-to-be-forgotten passage of Mont Cenis on the night of January 18th and 19th."

In April, on the way from Geneva to Rheims with his family, Mr. Allen again encountered the difficulties incident to travel where the soldiery overspread the country, the railway stations being crowded with German troops, many of them drunk, so that getting food at restaurants and changing cars were very unpleasant. At Blesme, where the party arrived, in a rain, at eleven in the evening, connection was missed, and no room could be found in the station where the ladies and children could rest. They sat three hours on their hand-bags and valises, on the station platform. Then a train took away nearly all the Prussian officers who had been occupying a small room in the station,

and Mr. Allen secured the room. There they camped, gypsy-like, surrounded by crowds of Turcos, Zouaves, and other picturesque soldiers, gay in red trousers and caps, until, at five in the morning, their train took them to Rheims. Mr. Allen used, in recalling this experience, jocosely to refer to this station as "Bless me!"

It was impossible to visit Paris then, on account of the disturbed condition of that city (though Mr. Allen made the visit a few weeks later), so they proceeded to England, which seemed a haven of rest and peace.

Mr. Allen visited Rugby, happening to go there on the day when prizes were contended for, and thus was, very unexpectedly, a guest at the luncheon, on the invitation of the headmaster, Dr. Hayman. He says that he retired to the garden, brushed up as much as possible, and at lunch-time, in accordance, he says, with the Scriptural injunction, took a seat at the foot of the long table, when the voices of Dr. Hayman and the trustees were heard calling out his name and bidding him "come up higher," to the head of the guest-table, which he did, deeply regretting the absence of his dress suit.

After lunch, at the exercises in the chapel, themes were read. Among those who received prizes was a grandson of Dr. Arnold, who took a medal, given by the Queen. There were many and valuable prizes of books, as well as medals. Mr. Allen says:—

"It is surprising how many prizes are given in English schools, and what a high estimate is placed on them. An immense amount of money has been bequeathed with directions that its income be devoted to prizes for excellence in this or that study. From conversation with several educators, I learn that many object to the whole system on the same ground that Horace Mann, Father Peirce, and others have with us, and in time it will go by the board, as the Franklin medals in the Boston schools will."

Late in the summer of 1871, the Allens returned home, enthusiastic over the wealth of European history and art, and they ever after urgently advised their friends, especially young people, to go, first making due preparation by study, reading, and conversation, and, if they could not undertake the trip otherwise, to earn and save the money for it.

Their opportunity for meeting eminent men

and women had been unusual. Besides those already mentioned, Mr. Allen saw much, in Berlin, of George Bancroft, the historian, at that time United States minister to Germany, and was a guest at many social functions given by Mr. Bancroft. He also met in Berlin Anson Burlingame and his Chinese embassy, at a private audience. In England he met John Bright and Thomas Hughes, and was admitted as a guest at many schools where only the nobility were allowed. In Germany he became acquainted with German professors of great learning and reputation, who were so impressed with him that he was invited to their homes. Mr. and Mrs. Allen had weekly interviews with the Baroness Marenholtz von Bülow, the interpreter of Froebel, and it was a great inspiration to hear her talk of Froebel and his wonderful work. There were many others among the nobility who extended courtesies to the Allens.

Mr. Allen made his study of European educational institutions at a time when there was beginning to be, in the United States, a very strong tendency to eulogize the German system as the highest perfection. From his extended and thorough investigations, he came

to the conclusion that much of the adulation was based on too superficial investigation, and was altogether too highly laudatory, thus tending, he thought, to prejudice the cause, much as fulsome and indiscriminate praise in obituaries and biographies obscures the true merit of its object. He therefore, while freely acknowledging "the charm and grandeur of this wonderfully exact, and in many respects noble, system," to use his own words, felt it necessary to direct attention to its defects, which at first he merely suspected, but which his thorough study clearly revealed. He therefore, in his official report to the United States government, discussed fully these defects as a moral duty, with the hope that thus the best results might be secured in the development of our American schools.

He thus enumerated these defects:—

1. The German schools are autocratic; a characteristic inseparable from the despotic form of the government of the German states, seen in every department of life, civil and military.

2. They are grossly unjust and illiberal toward women. There is a direct and public acknowledgment of the belief in a mental

inequality of the sexes. This is shown in the radical difference in the study plans for girls and boys. Never are the two sexes permitted in the same school, except in the first three years of attendance at the three lowest grades of schools, save in the Dorf, or country schools, where the population is sparse and a separation would greatly increase the expense. Latin, geometry, algebra, the elements of chemistry, natural philosophy, physics, astronomy, hygiene, and other equally useful branches are entirely omitted in the schools for girls, even in the few high schools for them.

3. The schools are undemocratic in their plan and execution. It is next to impossible for a parent to exercise the least control over the education of even his own child. Practically and shrewdly the children of the lower classes are so segregated that they are rarely found in the same school with those of the middle class, while these again are not found in the schools of the children of the highest class. At least four classes are recognized in the community, and the schools are so arranged as to provide for the children of each class in separate schools.

4. They are denominational, narrow, and

bigoted. All children must enter school at seven and remain till fourteen, or until confirmed in the church, which sometimes entails a longer attendance, and during all these years must receive religious instruction in the Bible and the Lutheran catechism of the strictest construction, and must pass a rigid examination in the principles of the Lutheran Church and be confirmed in it; otherwise, when ready to go out into the world, avenues of earning a living are closed, for no merchant can employ a native German lad, no mechanic accept an apprentice, no housekeeper a servant girl, unless a certificate of church confirmation is produced. The only exception to this rule of religious instruction is in the case of Roman Catholics and Jews, whose children may receive religious instruction from the priests of their own faith.

5. The schools are not free, with few exceptions. The view of all German educators at the period of Mr. Allen's investigations was that it was better to charge tuition fees, on the ground that what costs little is valued accordingly.

These defects are, as Mr. Allen points out, chiefly, if not entirely, due to the form, spirit,

and aim of the German government, so radically different from that of the United States. The German sovereign looks upon his people as his children, to be cared for, trained, and provided with employments which shall, while ministering to their general comfort, add to his own aggrandizement. Mr. Allen says:—

"While the schools are so arranged as to develop the special talents of the pupils by selecting and recommending for higher education those who seem most promising, still, this is done with special reference to the fact that none of these children are ever to come into possession of manhood as we understand true manhood to be, with its broad and intelligent freedom, restrained only by those laws of their country which are in accordance with the laws of God. They are simply and purely *government* schools, not public and common, as we understand those terms."

As to the work of the schoolroom, Mr. Allen unhesitatingly affirmed that it was far more efficiently and thoroughly performed in Germany than in America, though the equipment and salaries and even the text-books in the United States were superior. He noted in this connection the fact that our teachers

are expected to teach eight or ten branches, while the German teachers have each his specialty, and thus possess a larger fund of information in the branches taught. He also speaks highly of the industrial training in these schools, and for the kindergarten has nothing but praise.

In all the European countries, at the time of his visit, he observed that the subject of popular education was claiming much attention from the leaders of thought, and perceived that a new educational era was dawning, and that this was due to the increasing recognition of the system of Froebel as the true psychology of childhood. In this he rejoiced, having ever, himself, in all his teaching, striven to develop the minds of his pupils along normal lines, believing with Froebel that "the aim of education is the representation of a pure, inviolate, and therefore holy life," and that "the child should grow up under the influences of nature, . . . should, through the loving care of animals and plants, prepare itself for the loving care of human beings; should, in imitating the works, find and love the Great Master as the Creator of nature and its own Creator."

## CHAPTER VIII

### THE REFORMER. — ANTI-SLAVERY DAYS

THE second quarter of the nineteenth century was an era of social reform, a time of moral awakening, both in Europe and America. As Mr. John Morley has said ("The Life of Richard Cobden," Boston, 1881, p. 61), "A great wave of humanity, of benevolence, of desire for improvement, — a great wave of social sentiment, in short, — poured itself among all who had the faculty of large and disinterested thinking. The political spirit was abroad in its most comprehensive sense, the desire of strengthening society by adapting it to better intellectual ideals and enriching it from new sources of moral power."

Mr. Emerson, speaking for Boston and its neighborhood, said, "We are all a little wild here with numberless projects of social reform; not a leading man but has a draft of a new community in his waistcoat pocket." These widely varying projects, associated with such men as John Stuart Mill, John

Bright, Thomas Carlyle, Charles Dickens, Dr. Pusey, Rev. F. D. Maurice, William Lloyd Garrison, the transcendentalists, and the Brook Farm phalanx, were all signs of a general awakening of an enthusiasm for the elevation of humanity.

We have seen that the father of Mr. N. T. Allen was alert and awake to the more wisely conducted of these movements, therefore it was natural that his children should respond to the call for reform. It was also natural with such a parentage, inherited traits of character, and environment, that they should, by their well-balanced temperament, be saved from entering into any of the wild and quixotic schemes then rife.

The educational awakening appeared contemporaneously with the moral, and among the same class of thinkers. The decision of Nathaniel T. Allen to give his life to teaching, and to make himself a living part of the community, on the theory that an educator, to be successful, must be thoroughly in touch with all matters of public moment, threw him, therefore, into very vital relations with the burning questions of the time and their exponents in the world of thought.

The anti-slavery movement especially appealed to the Allens, holding as they did strong views concerning liberty, equality, and fraternity. Nathaniel T. Allen was in early life an active officer in the Society of Garrisonian Abolitionists, and the president of the West Newton Anti-Slavery Society. His schoolhouse in West Newton was the scene of many anti-slavery meetings. He was one of the agents of the "Underground Railroad," helping many slaves to Canada, and freedom there. He was several times mobbed when in the company of the Abolitionists, yet he never cared for the odium he might incur in a course which he believed to be just and right.

The West Newton Anti-Slavery Society, of which he was president and a moving spirit, was in existence two years, beginning in 1859. Its object was, "employ all legitimate and moral means for the abolition of slavery and all the spirit and manifestations of slavery." It met regularly every week, from early fall to late spring. It was the successor of an earlier society, the Freedom Association, organized in 1852 by members of the debating society known as the West Newton Athenæum. The object of the Freedom Association was declared

to be, "to hasten the time when slavery shall be everywhere acknowledged to be a sectional and wicked institution, while, at the same time, Freedom shall have regained its hold upon the hearts of the people." The members of these two successive societies sat upon the platform at the famous anti-slavery meetings in Boston, and faced the mob of aristocrats. They marched with Wendell Phillips from Music Hall to his Essex Street home, with a mob howling at his heels. The Freedom Association was formed not long after the return of Mr. Nathaniel T. Allen from his visit in the South.

Mention has been made in an earlier chapter of this visit to the South with Dr. Dix in the winter of 1850–51. The Fugitive Slave Law had just been passed, and the whole country was in a ferment. A committee of seventy had been appointed at Charleston, South Carolina, to examine all comers to the city, to learn their sentiments. Mr. Allen answered satisfactorily in writing the questions propounded by this committee as to his name, age, residence, profession, and destination, but, as a Massachusetts man, was an object of suspicion at the hotel. But he met with no in-

civility, and passed on to Aiken, in the same state. Here his letters were opened at the post-office. When he inquired by what right this was done, he received the reply, "A right we take, sir!" in a tone which prevented further remark. Soon after this, his companion, Dr. Dix, received at Aiken a letter from the editor of the Charleston *Courier*, stating that Mr. Allen's views were well known, and that he must be warned. He states, however, that, with fair shrewdness, he escaped unharmed, though a few times he was in known danger.

While discussing disunion at a hotel in Augusta, Georgia, supposing he was talking with Georgians, who were at that time against disunion, he spoke strongly against the disunion sentiment of South Carolina. Upon this a gentleman started up, saying vehemently, "I am a South Carolinian!" Mr. Allen says: —

"With *apparently* undaunted spirit I replied, 'We of the North are Unionists, as the people of Georgia are, and wish to discuss the subject fairly.' I then led the conversation quietly towards manufacturing, giving great credit and praise to a manufacturing village at Graniteville, South Carolina, which I had just visited, and so I escaped.

"Again, on the steamer from New Orleans to Louisville, Kentucky, I came perilously near a personal encounter with a Kentucky sheriff, he being in the wrong in *asserting* his right to a certain seat at the dining-table, I taking it and keeping it, and, when he followed me out on deck, courageously facing him so that he retreated. It was risky, and hence a foolish thing for me to do.

"In the five months of my stay in the South, I saw much that was new to me, receiving cordial treatment from slaveholders, and observing the kindness of masters to their slaves, the slaves singing at their work; and, in short, saw quite enough for an additional and sympathetic chapter for 'Uncle Tom's Cabin,' and I formed many friendships among slaveholders. Yet I returned a more intense Garrisonian Abolitionist than before. A few years later, just before the Civil War, a Northern friend called on me, saying he was about to visit the South to decide about slavery. I asked him if it was necessary to visit a states-prison to decide about arson, murder, or other crimes."

On the memorable spring day in 1854, when the escaped slave, Anthony Burns,

surrounded by two hundred marines from the Charlestown Navy Yard, was marched down State Street in Boston, to be shipped back to his South Carolina master, among the spectators in the long lines on the sidewalks, kept back by the soldiery of free-born citizen militia were a company of boys from the Allen School, who had received permission to go to see the proceedings with their teacher, Nathaniel T. Allen. They became separated from him, and returned to West Newton without him. That evening at the school Lyceum, the subject for discussion was, "Ought the North to assist the South in returning fugitive slaves?" About half-past eight, Mr. Allen quietly entered and took his seat. A little later, Father Peirce told the boys what had happened. As the unfortunate slave was borne past the spot where Mr. Allen stood, the latter had cried "Shame!" whereupon an officer had laid violent hands on him, and he had thus been detained all day. Forty years later, in relating the incident, one of these former pupils said, "I assure you that, had it been in their power, the members of our Lyceum would have anticipated the Emancipation Proclamation and then and

there have abolished slavery by a unanimous vote!"

The Allens were ardent admirers of Charles Sumner to the very last, and among the cherished possessions of the family is an autograph letter from him to the Allen brothers, written in June, 1872, in response to one of congratulation to him on his celebrated speech in which he took issue with President Grant. In this letter Sumner says, of the charges against him:—

"In other days the same charges have been brought forward. When I spoke against slavery, then I was acting under personal promptings, and was bitter. Never did I act more simply or sincerely than when I exposed slavery.

"It was my duty, if possible, to save the Presidential office and prevent it from becoming a plaything and perquisite. Whatever the immediate consequence, I trust I have done something for my country."

Mr. Nathaniel Allen writes in his diary, after listening to a speech by Sumner in 1867: "He is more entitled to the name of Defender and Expounder of the Constitution than Daniel Webster."

An exciting incident which occurred at a meeting in behalf of Charles Sumner, in 1862, when there was a contest over his reëlection to the United States Senate, has been related by Hon. William Claflin, at one time governor of Massachusetts, who was the chairman at the meeting in Fanueil Hall, and was compelled to introduce Mr. Sumner, as there was so much feeling in opposition that the prominent men who had been invited to this honor had all declined, fearing a riot. "The meeting went off well," says Governor Claflin, "but there were ominous movements in the audience, and we felt it best to close at once, after Mr. Sumner's speech, without any further words or demonstrations in his behalf.

"Just at that moment Mr. George Francis Train, a remarkable man, with considerable power as a public speaker, an erratic, high-strung man, always to be found in public places, and quite an athlete, rushed to the stage. The people feared he intended personal violence. There was great excitement, and in the twinkling of an eye twenty or thirty men came over the platform rail and seized Mr. Train. By that time the police had reached the spot, and together they took Mr. Train

down a little narrow stone stairway at the back of the stage, thump, thump, thump, and when he reached the outer door the police, supposing him a prisoner, tumbled him into a carriage and carried him off. Some of these men who thus rushed for him over the rail were deacons of churches, principals of high schools, and men of the very best standing in the community. Among the foremost of them was our friend Mr. N. T. Allen. It was very amusing, and no great damage was done. It gave Mr. Train great notoriety, which many thought he wished for. He never applied for damages, or made any fuss over it."

Though a man of peace, when the war did finally break out Mr. Allen threw himself with characteristic energy into the cause of the North. We read in his diary of February 20, 1863, of "a Union Club formed this evening at our schoolhouse, of citizens of West Newton, to put down Copperheads and sustain the Government."

About this time a number of colored people, "contrabands," came to West Newton, and obtained employment, much to the disgust of certain of the Irish laborers in the place.

Among them was a veritable "Uncle Tom" in mind and spirit, Arthur Crumpler by name. Mr. Allen took him, befriended him, and taught him to read, and great was the man's delight when he was able to read his Bible. He slept in the barn, and did the chores. A neighbor of Mr. Allen, Mr. Ayres, of whom we have already heard, had had his own barn burned by the Irish on account of his having hired one of these contrabands to work for him, and the community feared the same for Mr. Allen. But though there was much concealed feeling, no harm was ever done. In November, 1863, Arthur Crumpler cast his first vote, after being challenged on every possible ground that the authorities could trump up, owing to the prejudice against him as a Southern colored man. This attracted much attention at the time, and the Boston papers had articles upon it. Mr. Allen was his firm champion and saw him safely through the ordeal. Arthur Crumpler married a young woman of his own race who later studied at Mr. Allen's school. She afterwards took a course in medicine, in Boston, and practiced her profession there and in the South, dying a few years ago.

Mr. Allen was present at the exciting time when, to avoid arrest, several of the leading Abolitionists met at the United States Hotel, in Boston, to depart for Canada till the temporary storm blew over. Dr. Samuel G. Howe was one of these. Wendell Phillips was guarded in his home by friends armed with revolvers. In later days Mr. Allen recalls the fact that these very men became heroes of the country.

After the war, as has been related, the well known views and acts of Mr. Allen caused the colored men in power in the South to send their children to him for education. He also took great interest in the increasing colored population of West Newton. Both he and his friend William Lloyd Garrison were disturbed, however, at the movement to establish colored churches in the North. Mr. Garrison wrote him on this subject: "You wish to get my views on the general principle. . . . Whenever or wherever colored persons are excluded by law or usage from those rights and privileges which are enjoyed by all other classes, — whether relating to religious worship, secular education, or anything else, — the only alternative left to them is to act together 'on the

single basis of color,' it being not a case of self-exclusion, but a necessity arising from an execrable proscription. But when or where no such exclusion is enforced, and a disposition is shown to treat them with fairness and respect, then for them to withdraw from a common fellowship and erect complexional barriers is to establish a precedent which logically ends in indorsing the old pro-slavery doctrine that there should be no fraternization beween the two races on account of color."

This letter was in reply to one written by Mr. Allen, in which he had said:—

"Of course we must expect that colored, like other people, will have their own social circles; but is it not their duty to endeavor to mingle in our schools and churches with whites?"

This correspondence was in 1874, before the great influx of European immigrants had forced the race problem upon us as a nation. Garrison, in all his labors for the colored race, never seems to have suspected, much less grasped this problem of the assimilation of races which has been forced upon our country in these days in another form, through the preference of immigrants for churches and schools where their native tongue is used.

Woman suffrage and temperance were two reforms which became prominent during the moral awakening. Here again the Allens, while enthusiastic workers, had the mental balance required to make their influence beneficial. What might be called their family creed recognized no barriers of sex or race. Equality of mental and moral attributes, not distinctions of sex, should govern the right to vote and hold office. An object lesson in school, one among many, is remembered. It was on the day of a presidential election, and Mr. Nathaniel Allen asked who among the pupils could tell how a president is elected. Only one pupil, and that a girl of fifteen, knew and was able to describe accurately the process, thanks to a long talk with her father on the previous evening, in ignorance, however, that the question was to be asked in school. When she had finished her explanation of the method, Mr. Allen looked around over the school, and asked with emphasis, "Why should n't a woman vote?"

We have already noted the fact that his sister, Mrs. Charles Davis, was a member of the Newton school committee for many years. Constantly, in the local press, as the time of

election drew near, the Messrs. Allen called attention to the fact that but two women were on the school board, and emphasized the value for the city of having more women there, guided as they were by a desire for the best interests of the schools, rather than for any political power.

As president of the Newton Woman Suffrage Association for many years, Mr. N. T. Allen was often seen and heard at suffrage meetings, zealously advocating equality before the law for women.

In matters of temperance, not only in liquor drinking, but in the use of tobacco, the Allens took a firm stand. By example as well as by precept they taught temperance. Mr. Allen's views as to liquor drinking he thus expressed:—

"No conscientious, intelligent, young man will allow himself to develop an appetite for ardent spirits, if he is rightly informed of the terrible effects so sure to follow in our country. At present, and for years, too much attention has been given to enacting laws to prevent intemperance, and far too little to the spreading of right views upon the subject. I am glad to see the new movement for temperance

inaugurated in Boston, — using moral and mental suasion by appeals to the reason and conscience."

This was written from Europe in 1871, after observing the wellnigh universal use of wines and liquors in those countries, and noting well the fact that, with the exception of the Scotch and Irish, Europeans did not seem especially liable to overdrink. He did not, however, go to the extreme of total abstinence, as we have seen in his account of the night ride in the snow over the Alps, where he would, if he could, have taken "a moderate amount of spirit of a moderate quality, not with the contemptible foolishness of ——, who, when very cold, took an immoderate amount of an immoderate quality (rum), which was the direct cause of his being frozen to death."

In reply to the joking question of a friend, he writes from Europe: —

"He inquires if I have been able to keep from smoking. There is no more here to tempt me to the use of tobacco than at home. Certainly the inordinate use of it in places where we have been has tended to sicken us of its very odor, for here the meanest grade of tobacco is used, the odor of which strongly resembles that of

Medfield memory, burned in the dooryard to disgust and drive off mosquitoes, and the effect of which was, to keep us all awake by its stench!"

Disgusted in early life with the prevalent and filthy habit among the boys in school, of tobacco chewing, and sensible of its injurious effect on body and mind, Mr. Allen prohibited the use of tobacco in any form among the pupils of his own school who were minors, stating in his later catalogues that it is also prohibited at the United States Naval Academy at Annapolis, the Military Academy at West Point, at the Gymnasia in Germany, and the Lycées of France. "This prohibition," he says, "is for the right development of the body, mind, and spirit."

He took an active part, with tongue and pen, in the passage of the Anti-Cigarette Law in Massachusetts, warmly seconding the efforts of the Woman's Christian Temperance Union for the adoption of such a law prohibiting the sale of tobacco to minors, and reinforcing his opinions by statements of his experience as an educator in these words:—

"A lad addicted to the use of tobacco is more readily led astray; he shuns the society

of the refined and good; of ladies, even of his sisters and mother; in fact, as its first use is usually in direct opposition to his parents' wishes and commands, he almost invariably begins by deception in act, which often leads to falsehoods in words. . . . Mothers universally dread its effect upon their sons, and exert every influence within their power to deter from its use. I have never met one among the thousands of fathers who have conferred with me concerning their sons who was not strongly opposed to his son's use of the weed while a student in school, even though, as was often the case, he was an habitual user of it himself. . . . It is not contended that a temperate use of tobacco is necessarily injurious to an adult. . . . Physically it impedes the growth of a youth, mentally it impairs the brain power, morally it weakens the will power, and gradually destroys the finer moral traits and sensibilities."

Into all his efforts for moral reforms Mr. Allen carried a strong sense of justice and a charity of judgment which won for him the regard of his opponents. Their erroneous views he often said were of the head, not of the heart, and he was always ready, not only to give a

reason for his own beliefs, but to explain and argue, patiently, good-naturedly, and sagaciously, often with a spice of wit and humor, in the hope of convincing and converting.

He did not expect too much from legislation. "Legislation *plus* moral instruction and moral suasion" was his reliance. He objected to a prohibition plank in a party platform: "As well," he said, "might some sect of Christians insert their peculiar tenets. Equally true friends of temperance radically differ in the method of most effectually ridding the community of the curse of drunkenness, even as equally wise and good people differ upon theological points. We must deal with this great moral question by moral means."

In his last years he thus stated his ideal of reform methods: "It is to the ethical touchstone that we should bring every social, theological, and political question."

## CHAPTER IX

### THE PHILANTHROPIST AND PEACEMAKER

The largeness of heart in our friend made it utterly impossible for him to confine his energies to the work of the schoolroom. He had a strong love for humankind, and was never so happy as when helping to lift them to higher living and greater comfort and usefulness. No one will ever know how many of the pupils in the school, and the younger teachers too, were indebted to him for financial aid, as well as for inspiration to better things. As soon as he began to earn money himself, he began to help others. In a letter to his Uncle Joseph, written in 1850, when he was teaching at the Model School, and helping some of his brothers and sisters to a higher education, he offers to help to send a young girl to the Model School, saying: —

"I am not very rich either, yet I do assist others here at Newton, for there is no way in which I can do more good than in lending a helping hand to the needy."

He was ever ready to assist, far beyond his

means, even to his own detriment, those who appealed to him for help, especially all his relatives, whom he loved and clung to with an affection which idealized them in his thought. Many a man and woman got the first start in life through him. But it was not in money alone that he gave aid. He gave what was better, his time, his thought, his advice, his sympathy. He was never too busy to talk with those who came to him for advice or aid, nor did it matter to him whether they were white or black, rich or poor; all received the same hearty welcome. He never *sought* the rich, — they were able, he said, to look out for themselves, — yet he numbered very many among them as his warmest friends, and when his own time of trial came, in the loss of much property by indorsing notes for others, these friends proved their high regard and esteem by active aid and financial assistance, glad to serve him who had served so many others.

It was in the cause of the poor and oppressed, the weak and helpless, that he delighted to give himself; those who had lost money or friends, and those who had few to remember them. He took time, in his busy life, to write letters to invalids in homes and in hospitals, to the aged

in the poorhouse, to the orphans in and out of charitable institutions; to send newspapers and periodicals, with accompanying letters, to friends in the country, especially to those in the little Maine fishing villages near his summer home, to take the servants driving or sleighing, and those who seldom had such outings. He never drove with an empty seat, not even when going to meet his betrothed in Boston, for he then carried a washerwoman, with a heavy basket, to her destination on his way to the train.

It was his pleasure in winter to drive around West Newton and pick up and take to church a number of elderly and infirm ladies, who otherwise would have been unable to get out, and this drive or sleigh-ride to church became a regular event, toward which they looked forward all the week as a great treat.

He believed in giving employment, and an opportunity to earn, rather than to give as mere charity, and naturally was respected by those who thus worked for him. An instance of his thoughtfulness is the fact that, in paying bills, if he did not have the funds to pay all bills at once, he paid first those whom he knew to be in the greatest need of the money.

Such a man is trusted, and consequently he was often chosen as the guardian of orphaned children, or, if not the legally appointed guardian, the chosen confidential adviser of the widow and orphans. In such cases, he appeared to feel toward them as toward his own, and spared no time or thought in their interests.

When the Misses Shannon, of Newton, two women remarkable for their lovely character and great philanthropy, founded the Pomroy Home for Orphan and Destitute Girls at Newton, they besought Mr. Allen, a warm friend, to take the office of president. This he did, serving for thirty years, as long as he lived. Together with "Auntie Pomroy" (Mrs. Rebecca Pomroy), these three stood shoulder to shoulder, working with ever increasing interest, and in the greatest harmony. The Home bears the name of Mrs. Pomroy, its first matron.

This Home was really the first Newton charitable institution. The girls were taken before they had committed any crime, so there was nothing of a reformatory character connected with it. They were mostly children of Newton, were educated like others, in the public schools,

and in all ways the barriers between them and other children around them were kept down.

Mr. Allen gave his time without stint to this Home, making frequent visits, assisting in the discipline of the girls, many of whom were very wayward and troublesome. At any hour he was willing to be called upon to aid by personal talks to refractory ones, and few resisted his entreaties, so strong was the power of his personality. He secured homes for them when their time at the Home had expired, and often drove miles to visit them and inquire as to their work and conduct in their new homes. An instance of this personal work is the following:—

Not many years ago the directors decided that a certain girl was incorrigible, and must be sent to the State Reformatory for Girls at Lancaster. Mr. Allen was absent when this decision was made. When he learned of it he said emphatically, "No! Let me see what I can do." As the girl could not be kept any longer at the Home, he drove to Newton, brought her to his own home for the night, and the following day, which was Sunday, as he did not wish his pupils to meet her, drove with her forty miles in a snowstorm to the home of his sister,

asking her to see if she could not make something of her. The sister, with her large, warm heart and peculiarly gifted nature, made of the girl a respectable and useful woman, keeping her many years in her family. The girl married and used to write often to Mr. Allen, telling him of herself and her children. Many similar instances might be related. He would exhaust every means before consenting that one should be sent to a reformatory. The letters and visits he received from them in after life testify to the uplifting influence he exerted over them.

At the golden wedding of Mr. and Mrs. Allen, a beautiful manuscript volume from the directors of the Pomroy Home, containing a set of resolutions finely engrossed, was among the much-prized gifts. The tenor of these is shown by the following extract: —

"Through all these years have your voice and service been given to every good cause, to pure politics, to civil service reform, to freedom of conscience, to everything that makes for right and justice."

Mr. Allen was the prime mover, with Mrs. Mary Bates, M. D., in organizing the Associated Charities of Newton, and was one of its earliest advisers and officers.

Nathaniel T. Allen was essentially a man of peace. His early and lifelong adherence to peace principles was in part due to parental training, and in part to his adoption of the doctrines of Jesus Christ, and the views of Channing, Sumner, Garrison, Horace Mann, and other prominent peace advocates (all friends of the Allen family). He joined the American Peace Society when a very young man, and was for many years one of its vice-presidents. At his death, the organ of the society, "The Advocate of Peace" (September, 1903), said of him: —

"It might almost be said he was nothing but peace. Though actively devoted to everything promotive of the welfare of humanity, the principles of peace lay at the very root of his character and conduct. War was to him unthinkable for any thoroughly philanthropic and benevolent soul. But though a radical of the radicals, he always actively and harmoniously coöperated with all those who sought to put an end to the evil of war. . . . His services to the cause were greatly appreciated by all his associates on the board."

His parents had carefully taught him not to take the life of a bird or any harmless animal.

When a small boy, he saw one day a snake hanging from the bough of a tree in his path, and, with a natural impulse, seized a stick to strike and kill it. But the snake seemed to gaze at him in a reproachful way, as if to say, "Why do you wish to kill me? I am not doing you any harm." He threw the stick away, and resolved never to kill a living creature. Whenever he was tempted, he seemed to see again the snake looking at him with that reproachful gaze, and the horror of killing increased.

He had a veritable hatred of war. He contended that it was a barbaric way of settling differences between men and nations, inconsistent with civilization. Pugilism he considered low and degrading, duelling demoralizing, and warfare unjustifiable. "Nothing," he said, "but dire necessity excuses it. When men are killing each other in war, all should mourn. The cost of war is tremendous, and its effects frightful, not only in creating poverty, but in dulling the moral sensibilities."

He felt the Spanish War to be an unjustifiable one, and refused to hoist his flag over the schoolhouse or his own home during its existence, though he displayed it when peace

was declared, as an expression of his rejoicing that peace had succeeded to war.

He became a firm anti-imperialist, believing that the course of our government in this war, and especially in the Philippines, was wrong. A visit to Cuba with Mrs Allen, in the spring of 1901, where he was entertained by some of his former pupils who were holding influential positions, and consequently were able to give him much information as to local conditions, brought the devastation of war actually before him, and led him to deplore the course of the United States still more. Yet his innate sense of justice compelled him to give full credit to our government for its valuable assistance to education in Cuba, though he mistrusted its sincerity in its pledges to that island. He did not live to see Cuba an independent nation.

During the Franco-Prussian War, he frequently, in his letters, regrets that he must take so much space for war news. He states that if the American press during that conflict had taken the same course as the liberal press of Europe, the moral power of such a combination would have shortened the contest, and brought about a speedy peace. He writes

in these letters, concerning the effect of war on the temper of the combatant peoples: —

"It is extremely sad, if peoples and nations must fight, that they cannot retain the same comparatively friendly feelings towards their individual opponents with which they begin the contest; but, from rumors and sights, this is changed quickly to hate. So now (in this Franco-Prussian War) both sides insist and believe that the other is barbarous and inhuman, and, as the journals print such sentiments, it becomes more and more difficult to arrange for peace."

The indirect results, in familiarizing the public, especially the young, with the ghastly details of battles, he felt to be something from which a nation could not recover for years. He believed that the present craze for printing and reading all the disgusting details of murders and other crimes, could be traced back to the influence of our Civil War struggle, with its newspaper accounts, for four years, of fighting and killing.

His strenuous objections to military drill in schools were chiefly based on the moral effect on youth. When, in 1864, bills were before the Massachusetts legislature to furnish mus-

kets to schools at the state's expense, and to require military drill for all boys in the public schools of the age of fourteen or over, under the instruction of drill-masters to be provided at the expense of the state, Mr. Allen was aroused. These bills had passed their second reading without opposition before he discovered their existence. He at once asked for, and obtained an interview with the chairman of the Committee on Military Affairs who had reported these bills, and asked that gentleman when the committee gave a hearing. The smiling reply was that the chairman did not suppose any person in Massachusetts would object to the measure.

"I replied," says Mr. Allen, "that the person before him objected to it, and a hearing was arranged for.

"At once I began preparations. Dr. Dio Lewis, I knew, would oppose the drill as far inferior to the Swedish system of gymnastics, which he was then introducing into the schools so successfully. He was the pioneer in light gymnastics for schools; his system of gymnastics, like Warren Colburn's "Mental Arithmetic," has, I judge, never been improved upon. Having engaged Dr. Lewis to present

the matter on the physical and mental sides, I sought the person to present the moral aspects. I called first upon a minister of the gospel, whom I found strangely reticent, yet evidently sympathizing with me. I afterwards learned that he was a member of the Boston School Board, which had introduced military drill into the English High and Dwight Grammar Schools (as an experiment), and this probably made him reluctant to oppose.

"My uncle, Rev. Joseph Allen, D. D., was a member of the House of Representatives, and I knew he would oppose. So would my brother Joseph, then superintendent of the Westboro Reform School, for the drill had been introduced with his four hundred lads, with decidedly injurious results. I then called on William Lloyd Garrison, feeling sure of his sympathy with the moral question. It was entirely new to him; he also had not observed the introduction of the bills into the legislature.[1]

[1] The proposed bill, not the moral question, was new to Mr. Garrison. Several months before this, when military drill had been introduced into the Boston Latin School, of which his son was a member, Mr. Garrison promptly requested and secured his boy's exemption from the drill, on the ground of his conscientious objections to such instruction.

"I was surprised to see that the noble veteran reformer and well-known advocate of peace hesitated. I had depended on him. He evidently was turning the new question over in his mind, and finally promised to attend the hearing, though he would not promise to take part. Having obtained this much from Mr. Garrison, I departed, feeling a confidence in the result."

This hearing is somewhat famous in the annals of the Massachusetts legislature. Mr. Allen, to whose efforts the final outcome was due, was, as petitioner for the hearing, the first speaker. He says: —

"Never an easy speaker in public, it was with much concern that I rose and addressed the committee and the good-sized audience. But, like a Quaker, the spirit moved me. I stated that I had had two years' experience with the drill in my school, and, in my opinion, it was of but little physical advantage, far inferior to Swedish gymnastics, and of great moral disadvantage; that control is obtained by appeals to fear; that the end contemplated in each movement is the killing of a man, and, that, thereby, the moral sensibilities are blunted, and a wrong sense of what is noble,

manly, and elevated is inculcated. The effect is perceptible, because the boys are in the formative period of their characters. I referred to the opinion of Horace Mann, after his examination of the graduating class at West Point. Had I known at the time what afterwards was told me, that upon that Committee on Military Affairs were two West Point graduates, it would have caused me to hesitate to make such strong statements. It aroused such an interest that the promoters of the scheme bestirred themselves and sent for the principals of the Boston schools above mentioned, where the drill was being tried, that they might appear and speak for the bills.

"Dr. Dio Lewis then spoke forcibly, arousing such interest that several members of the legislature present went out and brought in some of their colleagues.

"Brother Joseph added that he had found that it promoted the belligerent faculties, already too prominent in the lads under his charge, and it also taught them to combine in opposition to their teachers (a thing which, under the superintendents succeeding him, proved so disastrous to the institution).

"Then the venerable Joseph Allen, D. D.,

spoke upon inspiring youth with ideas of justice, peace, and brotherhood, which could hardly be accomplished by placing in their hands the death-dealing musket, sword, and bayonet.

"Lastly, Mr. Garrison spoke, making a powerful arraignment of the attempt to train youth in the savage art of war, cultivating the brutality of the savage in place of the humanizing, peaceful spirit which should distinguish the Christian, and to do this with a being at the tender, receptive age of the schoolboy.

"'Rather than have Massachusetts enact such a debasing requirement,' he said, 'I, who have served through a long campaign for Freedom, would again buckle on my armor and sound the alarm from Cape Cod to Berkshire.' It was a magnificent appeal, and created a strong sensation in the now crowded committee-room.

"The two school-teachers who spoke on the results of the drill in their schools presented nothing that could not have been accomplished as well, or better, by gymnastics. One of them said the lads had increased in height and weight, not a remarkable phenomenon with boys of fifteen!

"So intense was the interest, that the hearing was continued that evening, I think in the Hall of Representatives. In the presence of a large audience, a soldier, with musket in hand, went through the full manual. At every different move he was stopped by Dr. Dio Lewis, who fully analyzed the particular muscle involved in the movement. It was clearly demonstrated that a very small number of muscles, only about twenty, out of the five hundred in the body, were necessarily brought into use when going through the entire manual. Then a young lady graduate of Dr. Lewis's normal class in Swedish gymnastics went through a course of exercises calculated to develop symmetrically the physical organization. None were more astonished, or more ready to admit the superiority of this system of gymnastics to military drill for schools than the West Point graduates on the committee.

"The two bills were withdrawn, and never again was the attempt renewed, to have a state law making military drill compulsory in schools. At the close of the hearing, Mr. Garrison said to me:—

"'Massachusetts is under very great obligation to you for the service you have done for

her;' a compliment which I have ever since treasured."

From time to time, however, the subject was agitated, and in every such instance the Allens were alert, and were called on to speak in opposition to the drill. About 1868 or 1870, a meeting was held in Boston at which General Grant was present and spoke, and also Rev. Barnas Sears, D. D., the secretary of the commission having charge of the George Peabody Fund for the education of the freedmen and poor whites of the South. Dr. Sears advocated the plan of General Grant for an increase of the army to two hundred thousand men. This would render necessary some dozen military academies like West Point. He said that an increase in military spirit was desirable, and that the youth of the state should be put under military drill in all the public schools. Several others spoke, lauding the scheme. At last Hon. Joseph White, the secretary of the Massachusetts Board of Education, said that several years before the matter had been before the legislature, and why it was not carried through he did not know.

Mr. Allen says: —

"Not one word had been said in dissent to

his scheme, and no doubt the good Dr. Sears was feeling gratified. But at this point I arose and explained what had become of the attempt to foist military drill upon the children of the state, adding my own views. Then Brother Joseph arose, and was loudly applauded as he unflinchingly, in most radical language, gave expression to his detestation of war and the war spirit. The ice having been broken, Rev. Dr. Stebbins and Rev. A. B. Mussey of Cambridge followed. Not a solitary advocate of the military appeared after that, and the learned Dr. Sears suddenly felt obliged to leave the hall while his position was being denounced.

"Ladies and gentlemen crowded around Brother Joseph at the close, thanking him for his address.

"Nothing more was ever heard of that famous plan of General Grant, save that some struggling colleges, small and poor, in various parts of the United States, accepted the offer of Congress to give them a drill-master paid by the government. Harvard, Yale, and some others declined to accept, on the ground that their work was to educate in philosophy, arts, and sciences, studies calculated to ennoble character and to make for peace. The Massa-

chusetts Institute of Technology, being at that time new, small, and cramped for money, did accept the proffer of a professor of military tactics, free of cost."

In 1878–79, there was again an agitation, and much was made of the argument that the safety of the nation depended upon a body of trained lads skilled in the manual of arms, for otherwise it would take months to produce a body of recruits efficient to protect the country as soldiers.

Mr. Nathaniel T. Allen met this by quoting from General Grant himself, who once said, pointing to a crowd gathered to hear him make a speech: —

"We have, of course, no standing army, but every man in that crowd under forty years of age can become a good soldier in five minutes."

Mr. Allen further says: —

"Our late war (the Civil War) proved that a man physically strong, if destitute of mental and moral stamina, did not make the best soldier. . . . I think it is clear that the highest mental and moral development compatible with fighting at all makes the best soldier. . . It seems to be conceded that no class of young men made such reliable, noble soldiers in that

war as the graduates of Harvard. Let us see that our boys first make good and noble Christian men, then, so far as they are concerned, our country will be in safe hands."

Some years later, when military drill was introduced into the Newton High School, Mr. Allen again appeared in print, pointing to the fact that Germany, the foremost military nation, excludes military drill from all its schools, from the Dorf Schülen to the university, substituting for it, till the lad is eighteen years of age, gymnastics, as better adapted to develop the physical powers. And he indulges in a little good-natured sarcasm, as he speaks of "the stout lads from all parts of the city driven at the public expense to the city hall, that they may obtain thirty-five minutes of physical exercise" in the drill, and predicted that military drill in secondary schools will soon die a natural death.

He even objected to the discipline, because the *unreasoning* obedience demanded was calculated to blunt the finer sensibilities, not only of the pupil, but of the teacher.

Yet he was careful to make it clear that he was not opposed to, but was in favor of, a strong and well-trained military force to aid

the civil authorities as a *police* to preserve order and execute the laws in times of lawlessness. Such organizations of adult men as the Claflin Guards of Newton should, in his opinion, be generously sustained by the government with proper equipment.

He hoped much from international arbitration, rejoicing in the establishment of the Hague Tribunal, and he looked forward to a federation of the English-speaking peoples, for the advancement of the interests of all mankind. He was delighted, in his later years, to count up seventy instances where differences between the United States and other nations had been amicably settled by arbitration.

A very striking illustration of the breadth of Mr. Allen's views, his strong sense of justice, and his willingness to recognize all sincere effort for the elevation of mankind, is seen in his welcome to the Salvation Army. One cannot conceive of anything more opposed to his own views and methods than this organization, both in its theology and its military and militant methods.

When the Army appeared in Newton, so strong was the prejudice against it, that it was impossible for its officers to secure a

building in West Newton for its headquarters. They went to Mr. Nathaniel T. Allen to see if they could get his schoolhouse for their meetings. On learning the facts, he, believing, as he says, "in entire religious freedom, granted them the use of the Lyceum hall in the schoolyard for that summer, during the vacation." The building was placed by Mr. Allen in the care of the chief of police, who was fully in sympathy with him and who protected the Salvationists from disturbance in their street parades. In the fall, when they petitioned for a license to erect barracks, Mr. Allen, as their champion, requested a hearing, and spoke in their favor, as against the protests of several citizens, members of Newton churches, and others.

Concerning their meetings he says: —

"A series of meetings was held during the summer, interesting, and, I trust improving to those not before accustomed to religious gatherings at any place. Many persons who were outside of any church were brought in, interested, and improved."

His argument on their behalf was based on Religious Freedom. He recognized that, in spite of the grotesque militarism of their

methods, the Salvation Army was striving, as he himself was, to bring in the reign of the Prince of Peace.

This chapter may fitly be closed with the poem composed, and recited by, Esther B. Tiffany in the presence of her former teachers, the Messrs. Joseph A., Nathaniel T., and James T. Allen, at the Reunion of June 21, 1893:—

## BROTHERHOOD

High hearts had they, but narrow creeds,
Who wrested from New England's soil
The first scant harvest for their needs,
With lives of prayer and toil.

Nor dreamed that faith so vast could grow,
Or sight so clear, or love so wide,
To make one brotherhood below,
And stretch from tide to tide.

Lo! North and South and East and West,
And sunny isles and storied lands
Send each to-day a welcome guest
To grasp the honored hands

Of these our masters, whose broad creed
Bids bars of race or nation cease,

Of whom the ringing watchwords read
Truth, Brotherhood, and Peace.

With hearts as high, with faith more free
Than that our fathers understood,
The cry ring out from sea to sea,
Truth, Peace, and Brotherhood!

# CHAPTER X

## THE PATRIOTIC CITIZEN

"The Allens think for themselves, they are faithful to their convictions, they stand upon their own views and theories of life, and, while not deficient in sentiment or imagination, they have a very firm grasp upon the realities of this universe." This was the testimony of Mr. Edwin B. Haskell, of the "Boston Herald," after working for twenty-one years beside the Allens in the civic life of Newton, and in the same Unitarian church.

Their interest in local affairs was as keen as in the larger questions of national scope. They never failed to attend all sorts of political and municipal gatherings, whether campaign rallies, caucuses, or the quieter committee meetings and hearings on proposed legislation. In these meetings their voices were heard with no uncertain sound. They not infrequently differed from the majority of their fellow-townsmen, but, as they always stood firmly for the cause which they believed to be just

and right, and their opposition was based on moral and ethical grounds, these plainly expressed opinions were a sort of moral tonic in the community, compelling all to search critically their own hearts, to be assured that they themselves stood on an equally high moral plane. It was this quality, above all others, that made them powerful in political movements and civic improvement, thus proving that one need not be chosen to office to exert great influence on the development of a town or a city.

Mr. George E. Allen did, as we have seen, accept election to the offices, at different periods, of alderman of the city of Newton, and representative in the Massachusetts legislature. He was also for nearly twenty years a member and chairman of the school committee, and president of the common council of the city for five years.

Mr. James T. Allen was alderman of Newton for several years, and treasurer of the Republican City Committee for eight years.

But Mr. Nathaniel T. Allen never accepted or held any such public office; yet his influence on the civic life of Newton was every whit as strong as that of either of his brothers.

He held some public and semi-public positions of trust. He was a trustee of the Newton Cemetery corporation, a trustee of the Boston College of Physicians and Surgeons, and for a time he served as one of the Examining Board in Natural Science at Harvard University.

In politics he was always virtually an independent. As a Garrisonian Abolitionist, he stood for anti-slavery, and naturally was a member of the Free-Soil party. Later, for some years he voted the Republican ticket, but his pronounced views on tariff reform, civil service reform, and anti-imperialism forced him, during and after the Grant and Greeley campaign of 1872, to ally himself with the various independent movements and parties as they arose, or if the platform of the independent or Democratic party of the day was out of harmony with his sentiments, to remain an independent, disconnected from any party affiliation. It often cost him a struggle to take this independent stand, in opposition to the beliefs of his trusted and sometimes his intimate friends, but he never wavered, and his tongue and pen were, under such circumstances, constantly employed in making known his views, with his reasons for holding them.

He was an active member of the Massachusetts Civic League. One of the letters written in the last year of his life was addressed to the representative in the legislature for his district, concerning the proposed transfer of the licensing of newsboys in Boston from the aldermen to the school committee, stating that, as a member of the Civic League, he is influenced to write and set forth his reasons for advocating such transfer; chief among which is the fact that the school committee, being chosen for educational fitness, and being in close contact with the teachers of the public schools, who are often better able than even a lad's parents to judge of his attainments, are better qualified to grant such licenses than the board of aldermen, who are chosen almost purely on political grounds, rather than educational.

His views upon tariff reform and civil service reform are well stated in a letter from him, published in 1888 in one of the Boston papers:

"The whole tone and spirit of the Republican demands on the tariff question, as inspired by Mr. Blaine during his campaign, have been an appeal to the selfish element in our nature, to build up ourselves at the ex-

pense of other nations and peoples. As I believe in the brotherhood of man, I welcome every step taken, calculated to break down the barriers now separating us from, and which will cement the bonds, already strong, binding us to, Canada, England, and all other nations, as we are now bound in friendly social and commercial ties with the citizens of the States and Territories which constitute our own country. When the doctrines enunciated so explicitly in the Sermon on the Mount are really believed in, then will free trade be established between all nations."

In this and in civil service reform he believes that "the lofty principles of Jesus are eminently practicable."

"In my opinion," he says, "in selecting a governor for Massachusetts, such matters as tariff, high or low, free trade, silver coinage, free or restricted, pensions, etc., should have no more prominence in the decision than whether the candidate is a Trinitarian, Unitarian, or Free Religionist." He then proceeds to state that he deems it his duty to vote for Governor Russell (this in 1891), "who has borne himself as an honest, wise, independent, and fearless agent of the whole

people in Massachusetts, after the type of John A. Andrew, of renowned and revered memory."

Thus did Mr. Allen as he besought others to do, bring all these public questions to "the ethical touchstone."

Whatever would elevate the standard of the community, or would protect the weak and those lacking in political power to elevate themselves, was warmly advocated by him. Some years ago there was an attempt to have a curfew law adopted in Newton, to keep children off the streets after nine o'clock in the evening. At the public hearing on the petition, there was but one person present, and that was the one who never failed to attend such meetings, Nathaniel T. Allen. He came with letters from the mayors and chiefs of police in five Massachusetts cities which had a curfew law, all heartily supporting it, and he spoke heartily in favor of the measure, showing his usual careful preparation, and the time and thought he had given to the matter. He said he did not appear for his own, or for the aldermen's children; but for the children of the poor widows of the city. He stated that such a law would benefit the community in every way; since it

was estimated by a competent authority that 95 per cent of the children who are protected by good surroundings in youth will lead virtuous lives. But the slight public interest in the measure prevented its adoption, in spite of Mr. Allen's efforts.

The care of criminals and degenerates was also a matter of deep concern to Mr. Allen, and we have seen how much time and labor he bestowed upon the girls of Newton who were in danger of falling into vicious lives. In a spirit of broad philanthropy he also interested himself in the remarkable work of his brother, Joseph A. Allen, with the boys in the State Reform School at Westboro, supporting him at all times in his methods, which seemed to many too radical, but which proved so successful that he was recalled to the school after a lapse of years to restore order and discipline.

Realizing that the majority of those in penal institutions might have been useful citizens if properly trained in youth, and that the spark of goodness is not wholly extinct in even the very depraved, he ever pleaded for measures in dealing with criminals that would uplift and develop the moral nature.

His attitude toward the public schools was always that of the patriotic citizen. He did not allow himself to think, because he had a successful private school, that the public schools did not need his watchful interest. The Newton and Boston papers printed frequent letters from him upon the conduct of these schools, the personnel of the school committee, the courses of instruction, and the methods of discipline.

On the subject of religion in the public schools he felt deeply, and wrote fervently. Perhaps the last letter which he ever penned for publication was written to the Rev. G. W. Shinn, D. D., rector of St. Paul's Protestant Episcopal Church in Newton, and published in the Boston papers. It is dated July 12, 1903, nineteen days before Mr. Allen's death. He writes:—

"It is high time the community should be aroused upon this subject; that it should see and intensely *feel* the vital necessity of far greater and more universal attention in our schools, public and private, to religion; the foundation principles of religion, 'Love to God with love and service to man;' such principles as no good men and women of any denomina-

tion or those outside of all denominations can criticise. That youth are religious beings, as you state, is true, confirmed by me by my experience of sixty years as teacher in public and private schools, with thousands of pupils of varying grades in society and of many races. With the dogmas of the sects ostracized, the pure principles of religion as enunciated by Jesus in the divine doctrines of the Sermon on the Mount and the illustrative parables have been altogether too generally omitted. I am in entire accord with you in the desire that religion, love to God with love and service to our brother man, pure and undefiled by dogma, be taught and inculcated in our schools by instructors of the same high principles."

Mr. Allen always honored the church, conceding to it the highest place in the education and elevation of the community. Wherever he went, he identified himself at once with the church of his choice and ancestry. It was therefore natural that he, as a patriotic citizen, as well as a religious man, should take an active part in the founding of a Unitarian church at West Newton, not to proselyte from other churches, but to be an added power for good. This church, no less than the community at

large, was indebted to him for very real and constant aid by all means in his power.

But it was not only in these matters that Mr. Allen strove to make Newton an ideal city. He actively interested himself in the æsthetic development, as well as the intellectual and moral.

Good roads, and tree-planting by the roadside, were objects of his effort. The immense gain in horse-power, the saving of wear and tear, and the added pleasure in driving were his arguments for better roads. The social advantages of tree-shaded avenues he considered a direct benefit to any community. "The temptation," he says, "to walk, drive, or ride over such roads and paths connecting our villages is of itself certain to elevate and improve the condition of our people. Next to educational advantages of school and church, perhaps nothing exercises so powerful an influence in determining families in selecting a township for their future residence as the condition of the roads."

As to trees by the roadside, he says: —

"They improve the climate, beautify the landscape, and increase the resources of a country." On farms, shade trees are, in his

opinion, invaluable. "To say nothing of the enjoyment, the cost of a shade tree will be many times paid back in the milk, fat, fleece, and strength increased by this protection to the animals."

In school yards, trees, he urges, are educative and helpful in nature study, as well as beautiful and useful in producing a shaded play-ground at recess, and should be planted in all school yards, public and private. In his own school yard, the plan begun by Horace Mann in Normal School days, of making an arboretum for educational purposes, had been continued by the Allens, so that by the year 1885, on this lot of but about three fourths of an acre, were maples, sugar, silver-leaved, and red, elms, horse-chestnuts, lindens, river-poplar, oaks, white and swamp, cherry, ash, white and black, apple, larch or hackmatack, white birch, butternut, and shell-bark trees, and a large variety of shrubs.

Every year, long before Arbor Day was thought of, Mr. Allen had a tree-planting with his boys, and many a man points with pride to the tree he helped as a boy to plant, or laments the destruction of the one he, with the other boys, planted, each casting his shovelful

of earth. Mr. Allen once sent a thousand trees to Medfield, to be planted by the roadside, and on the Allen farm. He advocated the appointment of a commission, in cities and towns, of men and women who should employ a skilled forester to take charge of the thoroughfares, to select and plant the most suitable trees for the various locations.

He was an active and useful member of various horticultural, agricultural, and village improvement societies, and he took great interest in stock-raising, bee-keeping, and everything relating to animal and vegetable life.

It was inevitable that, with his profession and tastes, he should take an active part in the intellectual life of West Newton. He was the first librarian of the West Newton Athenæum, a society organized in 1849 with the object of "improving and enlightening the people." Lectures, debates, and a library were the features of this society.

Mr. Allen attracted to West Newton the best lecturers and public speakers from foreign countries as well as our own, and was wont to entertain them at his home before the address.

It was the Newton Athenæum that developed,

through its debates, into the Freedom Association, which in turn became an anti-slavery society with Nathaniel T. Allen as president. After the Civil War it returned to its original purpose.

Mr. Allen was a member of the Massachusetts Society of the Sons of the American Revolution, in right of descent from his grandfather, Phineas Allen, who, when a boy of sixteen, enlisted in 1780, and served to the close of the Revolution, when, mustered out, and without money, he walked from New Jersey to his Medfield home, arriving ragged and footsore. The boy Nathaniel drew his early lesson in patriotism from this grandfather, a boy soldier of the Revolution, who, in his own town and in his own day, was an honored and useful citizen of Medfield, an example to his children and his children's children.

The public service of Nathaniel T. Allen has been well expressed by the editor of the Newton "Independent": —

"He was a strong, courageous, spirited citizen, who would speak his mind at all times, without fear of being unpopular; he stood like a rock in a torrent against adverse sentiment if he thought he was in the right."

It might well be said of him, as recently of Carl Schurz; "The key of his whole career is consistent devotion to a body of political doctrines and moral convictions which formed part of his being.

## CHAPTER XI

### THE MAN HIMSELF. — LAST YEARS

The glimpses of character in the foregoing pages cannot give an adequate portrait of the cheery, mirth-loving, and mirth-provoking man, whose stern strength and ruggedness of character comported well with his commanding presence; yet concealed, beneath the surface, the tenderness of a woman.

Physically he was intensely vigorous, abounding in life and spirits; his entrance was like a breeze of bracing air. He was a marked man in any crowd, with his large frame, handsome face and features, and fine carriage. His autograph, too, stood out in rugged strength on a page among others, as he himself did in any assembly.

He loved to battle with the elements, to feel the triumph of meeting Nature in her harsh moods and overcoming her. No snowstorm was too severe for him to encounter. He once took a drive in a raging snowstorm to carry a boy to the train, when the storm was so

violent he felt it necessary to take a shovel to dig his way through the drifts. Mrs. Allen recalls vividly a drive on a bitterly cold day with the parents of Mr. Allen, when snow and sleet and cold came very near freezing the party to death. It was probably only the hearty courage of Mr. Nathaniel Allen and his constant joviality, which kept them all laughing and alert, that brought them to their journey's end in safety, on one of the most bitter days of the bitter New England winter of 1856.

He loved rough, exciting tramps of all sorts. In a letter to his cousin Edward, in 1852, planning a tramp in the woods with a party of their young men friends, he says of his brother George: "He is first-rate on an excursion, full of fun. . . . But A—— would sit on logs too long, and 't is very annoying to have any who hang back when a new project is started for a walk of fifty miles or so. I advise you to be sure such a fellow has pluck before you invite any of the rich Institute boys to accompany us."

He took a bath in every brook, river, pond, or other body of water he came to, wherever possible, no matter how cold the water. He

was an enthusiast on cold water as a tonic and a remedy for physical ills. He practised systematic exercises with chest weights every morning, after the cold bath, and felt sure of a long life in consequence of his heredity and habits of life.

In a letter written from Europe on March 29, 1871, he says this day marks an important period for him, as he believes that, being forty-seven and a half years old, he has lived exactly half his life, thus fixing ninety-five as the age he expected to attain. He was, therefore, not a little surprised that a break came before he was eighty. But, having set his mind to reasoning it out, he thus writes to a friend: —

"The break in my physique was very naturally caused by long years of close application to head-work, with too little time given to sleep. In nearly every other health-preserving and life-prolonging practice, — early rising, out of door exercise, nutritious food, well cooked and taken with regularity, cold water bathing, social, fun-enjoying converse, mingling sympathetically with boys and girls, yearly excursions, happy temperament which borrowed no trouble, optimistic, earnest in

reform, religious, political, and social freedom, added to a most remarkably happy family connection, with wife and children and over fifty cousins of the first degree and not a few of the second degree, — the above, combined with a fairly easy financial condition should, and I doubt not did, tend to the continued good health I have enjoyed."

Such a man wins many friends. And there was in Nathaniel T. Allen a personal magnetism. As one of his friends has said: —

"His physical presence inspired our confidence. We caught the contagion of his optimism, and grew more generous in contact with his good-will, which drove away all our little meannesses and prejudices."

A warm friend of Normal School days, Richard Edwards, many years principal of the State Normal School, at Normal, Illinois, wrote from there in 1865, to Mr. Allen, the following: —

"Many a time has my manhood been strengthened by your cheerful courage, which your magnetism made contagious, and which even I, addicted as I was to fits of 'blues,' could not help catching. And at that time this cheering influence was of all things what

I needed most. . . . There has never been an opportunity to repay you, and it is doubtful whether there ever will be, for you need few things that I can supply."

In the life at the Bridgewater Normal School, the jolly club of the "O. B. H.," — "Old Bachelor's Hall," — loomed large, and Nathaniel Allen was its moving spirit. Frequent references all through his life appear, and it was his daughter Fanny who received from the O. B. H. the silver present promised in school days to the first child that should be born to the members of the group. The O. B. H.'s were, beside Nathaniel and Edward A. H. Allen, Charles D. Davis and Joshua G. Nickerson, both of whom afterwards became the brothers-in-law of Nathaniel T. Allen (Charles Davis marrying Abby E. Allen, and Joshua Nickerson, Anna Bassett, sister of Mrs. N. T. Allen), and as a fifth O. B. H., Martin G. Cushing, of Hingham.

A hint of their housekeeping has been given. Rather than have three beds, they placed two side by side, sewing two wide sheets together, that all five might sleep in a row, thus amazing the washerwoman by the area of the sheets, and giving rise to no small amount of fun.

In Geneva, in 1871, Mr. Allen writes of carrying his two youngest children up five flights of stairs to their apartments, and says it reminds him, though a less "leg-wearying operation," of "the celebrated rides of the O. B. H., when I was loaded with Charles Davis, with Cushing next above, while Ned Allen came next, holding Nickerson on top of all!"

His brothers and sisters possessed also, in large measure, this magnetic jollity of temperament, and, with true Scotch clannishness, were never so happy as when grouped together at their frequent family reunions either at the old home in Medfield or at the home of one of their number. They kept the genuine old New England Thanksgiving in a way that was remarked by all, until Death had so broken the circle that but few were left to gather around the board.

An annual feature was a reunion at Linekin, Maine, where Mr. Nathaniel Allen and his sister Abby, with her husband, Mr. Charles Davis, had their summer homes. Here the brothers and sisters spent a week together, sailing in Mr. Nathaniel's boat, "The Three Sisters," with him at the helm, and singing

rollicking songs composed by some of the group and set to familiar tunes, the songs being filled with sly "hits" and jokes upon the characteristics and foibles of the singers. And, on the Sunday evening, around the hearth-fire, or on the piazza, the same rich voices united in the grand old hymns, dear to devout souls.

Many of the distinguished men and women of their time, who were friends of Nathaniel T. Allen, have been mentioned in these pages. Of them all, Horace Mann no doubt had the strongest influence upon him. Mr. Allen writes: —

"It was my great good fortune to have been brought into Mr. Mann's presence, family, and companionship as I entered the profession. With all his views on education I was in entire sympathy, battling for them in private and in public, in all teachers' conventions. I have lived to see these principles adopted throughout our country."

But there were other friends, less known to fame, prominent in the locality where he lived, who were proud to count Nathaniel T. Allen as a friend. In West Newton it might almost be said that every one, rich or

poor, was his friend, and when trials, financial and otherwise, came to him, none were more prompt and glad to come forward with substantial aid than his neighbors of West Newton.

He was good company for all, and, wherever he was, was the centre of attraction. He never sat beside any one without talking to him, even in a public conveyance, and said he could thus always learn something. He had a great talent for drawing out the thoughts of those with whom he talked, and in leading them to speak of themselves and their own work, and, in turn, he interested them, for he was so whole-souled, always ready with an apt story, and could adapt himself instantly to his company. No wonder, with his ready flow of spirits, his splendid physique, and his wonderful voice, strong, deep, and powerful, with a fine, rich tone, and the air of being master of himself and his actions, that he impressed and influenced all whom he met.

He believed, with President Eliot, that "one of the most satisfactory of human pleasures is to be found in the possession of *a good name*. This does not mean fame, or even distinction. It is local reputation among the few or many who really know a man." In

Mr. Allen's case, it was the universal testimony of all who knew him that his name was above reproach.

His mental characteristics have been revealed as we have followed his educational career, and we have seen frequent instances of his keen, canny common sense. He was more interested in the forces of Nature and in natural science than in mental philosophy and logic; still he was a clear, logical thinker, though not a ready speaker. He had great power of concentration of thought, so strong that it often led to absentmindedness and total oblivion of his surroundings. He was usually obliged to prepare himself with great care before speaking in public, but, as we have seen, when he did speak it was in a way to carry conviction. It was the same with his written messages to the public. They were carefully worked over before printing, and carried great weight. In all this intellectual labor, as in all else, Mrs. Allen was a helpful co-worker. He delighted to revise, with her, all his speeches and letters, before sending them out.

In Nathaniel T. Allen's character the moral qualities were predominant; he was a Puritan of Puritans, the whole life was bent to moral

ideals. But he was a Puritan fully abreast of the thought of his time, broad and liberal, applying the Puritan conscience to the solution of the problems of his day and generation.

He had great moral courage, as well as great physical courage. He was daring almost to rashness, but he was never intentionally rash. He simply did not know what fear meant. Whether sailing his boat in Linekin Bay under threatening skies, or facing a pro-slavery mob, he had calculated the chances, and reckoned up the risk involved. In his physical and moral strength he reminded one of Tennyson's Sir Galahad, who sings,

> "My strength is as the strength of ten,
> Because my heart is pure."

He had, to quote his friend, Edwin B. Haskell, "a keen sense of his moral obligations, which gave cleanness to his speech and firmness to his decisions."

His moral standard was the highest; there must be no compromise with evil, he recognized no circuitous methods. To him right was right and wrong was wrong; there was no middle ground, no place for expediency. He wrote in early manhood to an intimate cousin, when revolving in his mind what Presidential

candidate he ought to vote for at the approaching national election: —

"The choice of two evils I do not agree to. God holds me responsible to do right *always*, and I hold him responsible for the consequences. I speak with all reverence, for I believe it. I cannot see any position in which I may be placed where I must do wrong. Christ was never so circumstanced."

Mrs. Cyrus Peirce wrote to Mrs. Allen, at the time the latter's engagement to Mr. Allen was announced: —

"He is a true Nathanael of old, 'in whom there is no guile.'" He took it for granted that every one was as open and honest as himself, and thus many times suffered keen disappointment. Yet he was very charitable in his judgment of others. He would not allow any one in his presence to impute wrong motives to those with whom they were displeased, without a full knowledge of the facts; nor did he permit his family, his pupils, or himself to indulge in the gossip which deals with the wrong-doing, real or supposed, of others. He would always seek for, and speak of the good which can be found in all persons, even the worst.

His honesty was of the same simple, straight-

forward type. In all his dealings, domestic, political, financial, while standing firmly on his own rights, he strove to do what was right, regardless of consequences. Large numbers of letters from those whose only acquaintance with him was in financial dealings testify to his stalwart integrity and honest dealing.

Justice was a prominent element in his character. While strongly tenacious of his own convictions, he ever tried to be just to his opponents. One among many striking instances is noted. He was outspoken in his dislike of the war-spirit in Roosevelt (though he approved his independence), yet he quickly recognized and commended him for his treatment of Booker T. Washington, going so far as to write a letter to the "Boston Herald," highly praising the President for inviting Booker Washington to dine at the White House, saying: —

"Whether the invitation was extended in friendly appreciation of the man, or whether it was, with the instinct of the reformer, purposely done at an opportune time, it was an honor to the President, and the deep gratitude of all reformers is due him."

He was so anxious to be strictly just in his dealings with his pupils, and to avoid any ac-

cusations that he was partial to his own children when they were of school age, that, as his daughters now smilingly recall, their names were the ones to be called out when a noise upstairs was to be quieted by a little warning from their father.

He was an unusually tender-hearted and affectionate man. His emotional nature was as simple and sweet as that of a child. He was not ashamed when his eyes filled with tears at parting, even for a time, from those he loved.

His family life was ideal. His marriage was ideal; his wife was one on whom he leaned more and more, and to whom he was most sympathetically united. Whenever he entered his home, which was of ten many times a day, if he knew she was in the house, his first act was to summon her to his side, with his loud, cheery voice calling for "Carrie!" the moment he opened the front door. That front door, by the way, was always unfastened, and all could walk right in, as all the family circle did, at any time of day.

He was a devoted father, and spared nothing to make his children happy, and to develop them into well-rounded womanhood. It was a grief to him and Mrs. Allen that they had no

son to grow to manhood, their only boy, Nathaniel Topliff, having died when an infant. After years of planning to take into the family a boy to bring up as their own, in place of the son denied to them, they received a bright orphan child, Gustaf, into their home, thus to bring up and care for. And the desire has had a double fulfilment, unconsciously and providentially arranged for them, in the kind thoughtful care of the two brothers, Edwin and Gustaf, who now know no other home, who are as two sons to Mrs. Allen, after years of loving training and care. And the bereaved son-in-law has also ever been a generous, helpful member of this affectionate family circle.

This affectionate nature endeared Mr. Allen to his pupils, especially those who had been members of his family. One of these has expressed the feeling of hundreds when he says, in a letter from New York, written on his arrival from Cuba: —

"I can't even think of your bad boy (meaning himself) being in any part of the United States without going to see you."

He had a passion for kindness, not only to the servants in his home, the tenants in his houses, the sturdy inhabitants of the Maine coast, but

for all whom he could help. His intercourse with all sorts and conditions of men was natural and friendly. He had what may be called an enthusiasm for humanity. His great heart had room for the interests of all. He was sought by many who wanted his favor or advice, from all walks of life. No one left his presence without feeling more courage, and without good advice for the future. He had a wonderful talent, in such cases, of making the applicant think more highly of himself without flattery, by pointing out to him the power he possessed to become a better man. And this result often followed in cases where the person had come to borrow money and had been refused. Such a one was led to feel that Mr. Allen had given him advice that was better than money, and worth, perhaps, money. Of course he won the love and loyalty of many by these qualities, for he was never too busy to listen and to help, and would often go out of his way to do kindnesses. In short, as one has said of him, "He appreciated his duties as well as his opportunities."

His religious nature was strong and deep, and his faith simple. His creed was the Sermon on the Mount. "All," he said, "can unite on that, no matter what their theology may be."

"Theology," he often said, "is of the head; religion of the heart." He held himself free to believe whatever was true, whether deemed conservative or radical by the theological leaders of the day, and he felt it a duty and a privilege to join hands with all good men who strive to make the world better.

But he believed in vital connection with the church, and active effort in it. He was one of the founders of the Unitarian church in West Newton, and was the last survivor of those founders. His whole strength and influence were given to that church, and, in its infancy, when it had to endure opposition, he ever stood loyally by it, the difficulties only making his enthusiasm stronger, and he lived to see and rejoice in the welcome of the faith which his own church represented, into the church universal.

Yet he freely conceded to others that which he claimed for himself, the right of private judgment in religious matters, and entertained a broad charity for the beliefs of others.

He believed in church-going, and, wherever he was, if there was no Unitarian church in the place, he attended others. At Linekin, in the summer, as in West Newton, especially

in the early days, he sometimes led services himself, and read a sermon, in the absence of a clergyman, and gave active aid to efforts to have preaching in the little Maine village.

One of the most sacred delights of his last years was the founding of a Unitarian church in Natick, through the efforts of his daughter Sarah, who found a sufficient number of persons in that town interested in such preaching, to meet at her home, on her invitation, and arrange for regular services. The outcome of this is the beautiful "Sarah Allen Cooney Memorial Church" of Natick, with its fine stained glass memorial window presented by her husband. Mr. Allen was present at the dedication.

The last years of Mr. Allen's life were passed quietly, a weakening of the heart making necessary an easing of the burden carried so many years. Yet he was able to walk and drive, and his energy of mind was unimpaired, while his countenance by degrees developed a sweetness of expression which softened its rugged strength and showed the growing spiritual life within.

Among the pleasures of the last years were the two extended trips which he made with

Mrs. Allen; one to the Pacific coast, the other to Cuba. Everywhere they were welcomed with open arms into the homes of former pupils, so many of whom were holding positions of trust and influence, and gladly attributing, in the kindest words, much of their success in life to the conscientious, loving training of Mr. and Mrs. Allen. One among many delightful visits was that to Professor Lowe at his famous home at Mount Lowe, California. His two sons and two grandsons had been pupils in their family. In Cuba they were the specially invited guests of Carlos Yznaga, mayor of Trinidad, and several other Cubans who had been their pupils entertained them most hospitably.

On March 30, 1903, the pleasantly anticipated Golden Wedding, the fourth in the Allen family, was celebrated by an afternoon and evening reception. Though not strong, Mr. Allen was able to stand with his bride of fifty years and their two surviving daughters to receive the crowds of relatives, friends, and distinguished guests which thronged the home. Many valuable gifts were sent. A Golden Gift of several hundred dollars in a purse with a gold clasp, inscribed, "1853–1903,"

accompanied by a bouquet of golden yellow flowers, from West Newton friends who had each subscribed most generously toward it, testified to the high esteem in which the host and hostess were held in the community.

The two surviving brothers of Mr. Allen, William C., aged eighty-eight, and Joseph A., aged nearly eighty-four, were present. Among the invited guests were Rev. Edward Everett Hale, Mrs. Julia Ward Howe, Mrs. Ednah D. Cheney, Francis J. Garrison, and many others, prominent in public and official life.

Four poems were written for the occasion, and the Directors of the Pomroy Home sent the beautiful set of resolutions, already described. Quantities of letters, telegrams, and cable messages of congratulation from former pupils and absent friends were a source of great gratification.

During the happy anniversary day, Mr. Allen had a characteristic word and lively, jocose greeting for almost every guest. It was really wonderful how keen and alert his brain was and how quickly the right thought and exactly appropriate word came as the pupils and friends greeted him.

One of the guests, Rev. Charles G. Ames, in

a tender, sweet way, laid his hands on the heads of the couple, and remarried them on this Golden Wedding Day. Altogether, it was a memorable day, full of happiness to both Mr. and Mrs. Allen; the crown of a life spent together for the good of mankind. To Mr. Allen it was the completion of his work, a day which made him feel that he had not lived in vain, for he had then and there received a recognition that comes to but few before the end of life on earth.

There had been a great grief in these last years of looking toward the sunset, in the passing away of the gifted second daughter, Sarah Caroline, who inherited many of her father's characteristics.

As a small child, she had been of marked individuality. On her third birthday, April 12, 1864, her father wrote in his diary: —

"How much true happiness has the charming Sarah added to our store the past three years. Bless the little sunbeam!"

As she developed into womanhood, he grew to rely greatly on her sound common sense and good judgment. Her sudden and unexpected death was a severe blow, from which her family can never recover. She had been

married, in September, 1895, to P. H. Cooney, a former pupil of her father and a prominent lawyer of Boston, and they had established a beautiful home in Natick, Massachusetts. At the end of two years, on November 4, 1897, she passed from earth, leaving a lasting impress upon the town where the memorial church preserves her name and work.

Her sister Lucy prepared a sketch of her life which has been privately printed and given to her friends. The societies and clubs in Natick, where she had already become a power, in graceful resolutions, have put on record her services to the community. Her West Newton minister said of her:—

"She represented the best type of New England womanhood, clear-minded and warm-hearted, sincere, unselfish, and devoted to the ideals of genuine service. Such a life, though dead, is forever speaking, and lives again in lives made better by her presence."

In her, her father's prayer was answered: "God grant that our children may become good women, who, by their lives, shall leave the world better for their having lived in it!"

The last years of Mr. Allen's life were spent in activity of a gentle sort. He began to write

his reminiscences of his early life, working on them the day before he died, and bringing them down to the time when he became engaged to her who became his wife.

In these reminiscences he thus sums up his advantages in life: "It has always seemed to me that good fortune has attended me through my whole life. I was fortunate in ancestry, paternal and maternal, and in the union of the two; fortunate in childhood's opportunities, — the environment of country life with its peculiar educational advantages in a community intelligent, and dominated by liberal thought and influence; fortunate in the influence of parents, uncles, and older brothers, especially in my brother Joseph and my uncles Joseph and Phineas, all of whom led me to the teacher's profession; fortunate in the peculiar conditions in the various schools where I taught, exactly right for my development. To all the foregoing should most emphatically be added, the influence of the Bridgewater Normal School and the Rensselaer Polytechnic. And to all these should be added the fulfilment of my constant ambition to mingle in the best society to be found in the community. Again, by good fortune, I have been

drawn into personal and intimate relations with very many men and women celebrities, especially reformers, political, social, and religious, whose names are legion."

And he calmly faced the coming change which he knew to be in the not far distant future. He wrote to a friend and former pupil, on September 30, 1902, the day after his last birthday spent on earth:—

"Having been blessed with a busy and happy, *happy* because busy, life, I yesterday completed my seventy-ninth year, and entered upon my eightieth. With much of optimism in my spiritual make-up (for in my boyish dreams, after an encounter with an Indian, at the close the Indian was always *below*), in the Great Beyond, no doubt is entertained of Our Father's loving smile and welcome. Have you doubts concerning your own? I have not, and I expect to see and love you there, as I always have here, since your dear father and mother placed you with us.

"I may not attain to the ninety-six years of Mother, or be able to load nine loads of hay in one week as Uncle Noah did at ninety-five in July last: still, so long as I do remain, it is my determination to fight wrong, whether

in rich or poor, high or low, white or black, in church or state, in social or political life. Won't the above keep me busy?"

And so, with face turned to the Great Beyond, but with the lion heart burning as ever for the fray, he spent his last days peacefully in busy West Newton and in his summer home, "Cliff Cottage," on the pine-clad coast of Maine, enjoying every detail of the life about him, though now chiefly a passive looker-on.

And in that summer home, at Linekin, the end came, as peacefully and quietly as he had wished. He rose in the morning of August 1st, 1903, felt a chill, lay down, and, before Mrs. Allen could bring a remedy, breathed his last,

> "Like one that wraps the drapery of his couch
> About him, and lies down to pleasant dreams."

The last services were held in his home at West Newton, conducted by his minister, Rev. Julian C. Jaynes. As Mr. Allen believed in cremation, and was a member of the Massachusetts Cremation Society, his wishes in this respect were carried out, at the crematory at Forest Hills, and the ashes were interred near those of his daughter Sarah, in the family burial plot at Medfield.

Tributes to his memory poured in upon his family, from formal resolutions of the Schoolmasters' Club, the West Newton Book Club, which he founded and much enjoyed, and other organizations, to tributes of city and state officials, editorials in the Boston daily papers and the organs of religious and reform societies, and touching personal letters from those in all walks of life.

For Nathaniel Topliff Allen was loved by rich and poor, old and young, by orphans and widows, and helpless old men and old women, by all with whom he labored, as well as by thousands of his pupils throughout the world.

In the words of the Book Club, in resolutions adopted at a meeting held as a memorial of him: —

"While we sincerely regret that his ever cheerful and most serviceable life could not have been prolonged for still further usefulness to the world, and for the continued enjoyment of his many friends, it may, in the sense of completeness, be pronounced, a finished life."

# GOLDEN WEDDING TRIBUTES

A

## POEMS WRITTEN FOR THE GOLDEN WEDDING OF NATHANIEL TOPLIFF AND CAROLINE BASSETT ALLEN, MARCH 30, 1903

### POEM BY MRS. EUGENIA ALLEN

The fifty years have rolled away,
Slow, swift, and bright and sad,
And now this golden wedding day
Makes loving hearts most glad.

For here grown brighter still with time
Lives youth's first faith and joy,
And love is proved again, once more,
Pure gold without alloy.

No trembling, youthful bride, I ween,
Such rapture ever knew
As now is hers who looks beyond
With all the past in view.

O perfect truth! O faith so sure
There is no room for fears,
Unite with heavenly love to bless
The bride of fifty years.

## POEM BY MRS. WHEELER

Fifty years of joy and sorrow,
Fifty years of sun and shade,
Since you started on life's journey
As a joyous youth and maid,
With the future full of promise,
Stretching out so fair and bright,
Beckoning with its radiant vision
To the heights beyond your sight.

And you walked its shining pathway
Hand in hand and side by side,
Full of hope and high endeavor
And of trust, whate'er betide.
Soon the years brought graver duties:
Yours to teach the feet of youth
How to walk in ways of wisdom,
How to seek and love the Truth.

She, as wife and friend and mother,
Found the vision made complete;
And her sweet and gracious presence
Helps to make the world more sweet.
Thus the days have rolled by swiftly,
Weeks have grown to months and years.
Each has brought some helpful lesson,
Some were learned through pain and tears.

Time has turned the pages gently,
Silvered though the locks may be;
'T is the heart that tells the story,
And the spirit, dauntless, free.
For the joys outweigh the sorrows,
And to-day, from East and West,
Messages of love are winging
From each friend and absent guest.

And from many a youth and maiden, —
Pupils scattered wide and far,
Who recall their Alma Mater
As a bright and guiding star,
And whose lives are bearing witness,
In their helpfulness and zeal,
That the master builded truly,
Not in vain was his appeal.

Crowned with love, success, and honor,
Pray, what more can life bestow?
And the future holds no terrors,
If our souls expand and grow.
Back of all our griefs and crosses,
Which are oft misunderstood,
Is the great First Cause abiding,
Working for man's final good.

And what seems unjust and cruel,
To our vision so obscure,

In the chain of evolution
Is a link both firm and sure.
May the future give you freely
Every blessing of the past,
And its shadows melt in sunshine,
To remain while life shall last!

A. B. W.

## GOLDEN WEDDING GREETING

FROM MR. AND MRS. HENRY F. KING

I

Good friends! we greet you from our hearts,
On this auspicious day,
Which marks the end of fifty years
Since Hymen paved the way
For you to travel o'er the road
Of loving, wedded life, —
Nathaniel as the happy swain,
And Carrie as his wife.

II

Dear friends, for many, many years!
We backward look in vain
To find one single act by you
To cause us thought of pain.
Together we have sung the songs,
The quaint old songs of yore;

The woes of "Polly Van," alas!
And "Katy Cruel's" lore.

III

And "Bingo!" Do you mind the swing
Of that old tune so fine?
"A Frog He Would A-Wooing Go;"
What joy in every line!
"Twelve Days of Christmas," full of fun,
"The Ram of Derby," too;
"When Adam was Created first," —
We sang them, we and you!

IV

And though Old Father Time has swung
His scythe our circle through,
Removing those we loved so well,
Beyond our mortal view;
We yet rejoice that you are spared,
And hope that year by year
We still may hold in friendship's clasp
The hands we prize so dear.

V

Old friends! how happy we, to feel
That time has altered naught,
That still our hearts are closely bound
With ties by friendship wrought!
"No friends are like the old friends;" true,
And may the bonds remain,

And firmer grow, while life and love
Repeat the glad refrain!

VI

Replete with works of love for all,
Your lives example show
The Brotherhood of Man may yet
Be realized below;
So may your still remaining years
Be golden to the end,
And may we evermore retain
The cherished name of friend.

## CROWN THE VICTORS

Crown the Victors! Who are they
In Life's battle, — Time's sharp fray?
Truly they the crown have won
Who Life's duties best have done.

They who stood for truth and right,
When the world seemed ruled by might;
They who wrought in furnace heat,
Sword and spears to ploughshares beat.

Crown the Victors! Who are they?
Men who live and work and pray
For the coming of all Good
Through man's widest brotherhood.

They who see in equal laws
Triumph of a holy cause;
Freedom from some slavish chain;
Christ in human form again.

Crown the Victors! With us still,
Heaven's grand mission to fulfil;
Chosen seed of chosen stock
Boston town and Plymouth Rock!

Fifty springtimes quickly have sped
Since these victors proudly wed,
Tell, ye years, the wondrous story, —
Lives so full of grace and glory —

Crown the Victors! Olive crowns!
Crowns, ye pupils, ivy bound;
Crown the Victors! hosts of friends;
Crowns of joy until life ends;
Then recrowned beyond the stars —
Golden crowns, midst golden stars.

THOMAS WILLIAMS BICKNELL.

PROVIDENCE, March 30, 1903.

B

## RESOLUTIONS OF THE BOARD OF DIRECTORS OF THE POMEROY HOME

### TO MR. AND MRS. NATHANIEL T. ALLEN ON THE OCCASION OF THEIR GOLDEN WEDDING

We, the officers of the Rebecca Pomroy Home for Orphan Girls, have learned that on March 30, 1903, your good wife and yourself will reach the fiftieth anniversary of your marriage.

To comparatively few is it permitted to attain to such an anniversary, and to fewer still to look back upon so many years of usefulness and happiness as those which you have shared; and we rejoice to know that the day will not be allowed to pass unobserved by your friends.

We recognize the great helpfulness and usefulness of your lives during this half century. Always ready to help the abused and downtrodden, you, Mr. Allen, were one of that noble group of early abolitionists who recognized the curse of human slavery and did not hesitate to incur odium and even violence to accomplish its downfall. It is you and your coadjutors that this generation have to thank that no man to-day can be held in bondage one moment upon American soil. So in our community through all these years have your voice and

service been given to every good cause, to pure politics, to civil service reform, to freedom of conscience, to everything that makes for righteousness and justice.

But your influence has not been confined to your own city — far from it. As a teacher of youth for two generations, those truths that you have instilled into the hearts of your pupils you are through them disseminating in every state of our Union, in foreign lands and the islands of the sea. It is for a record like this that we congratulate you both to-day, with all your friends and neighbors and fellow townsmen. But apart from these public services we, your associates of the Newton Pomroy Home, salute you, our president, and wish to place upon record our appreciation of your noble service to that Institution from its beginning, thirty years ago. Although occupied with the incessant care of your school, and of the home you made for your scholars, and in addition to the public service already alluded to, you have not hesitated to give your time and energy to the maintenance of the Home and the surveillance of its graduates, to many of whom you have taken the place of a parent. Ever wise in counsel, prudent in action, strenuous in influencing others to assist, the value of your service is not to be expressed in words, but is, we hope, appreciated by us. May your example incite others to take up this good work and carry it on long after we have passed away,

and may the Divine Director of our lives grant you both many years of usefulness and happiness to enjoy the fruition of your labors for these little orphan girls, ever trusting in the unfailing promise of our Lord and Master, "And whoso shall receive one such little child in my name receiveth me."

Hiram E. Barker.
Mrs. Henry M. Bates.
Mrs. William H. Bliss.
Mrs. Andrew B. Cobb.
Mrs. George S. Harwood.
Mrs. Mary H. Stoddard.
Anna M. Whiting.
Sarah P. Wingate.
Arthur C. Walworth.
Avery L. Rand.
Isaac D. Carl.
Clara M. Hayes.
Elizabeth R. Kilcup.

# IN MEMORIAM

A

## ADDRESS OF REV. JULIAN C. JAYNES, AT THE FUNERAL OF NATHANIEL T. ALLEN

Death has chosen one of our strongest and best. Although we knew that the summons could not be deferred for many years, yet we had hoped that this long life of strenuous service might be crowned with larger opportunity for repose, and for the enjoyment of the blessings of a serene old age. But it has been decreed otherwise, and we find ourselves here to-day with words of farewell upon our lips. I know how strongly the elements of pain and sorrow assert themselves in our hearts. It is perfectly natural and wholly right, and yet, friends, in a very true sense I think we all can join in a song of gratitude, and make this service one of sincere thanksgiving; for if we cannot have our good and brave ones always with us, then, as we look upon their dead faces we ought to be thankful that they have walked hand in hand with us so long. Our gratitude finds ample justification as we remember this afternoon the values which this man, our friend, has contributed to the world.

He was well born; not in point of wealth or conventional distinction, but in point of natural endowment and domestic environment. The very

best of New England character was the foundation for his mental and his moral structure, his childhood was surrounded only by great and wholesome ideals, and his manhood was simply the plain, straightforward fulfilment of what such blood and such training invariably produce.

He chose education as his field of labor. He loved its duties, and consecrated himself heart and mind to all of its various demands. He was among the first, standing side by side with Horace Mann and other leading educators, to secure more thorough training for teachers and to elevate teaching to its proper dignity. He identified himself with the progressive tendencies of education, and, as a teacher himself, won distinction in the classroom. We all know the exceptional work which he has done as an educator in our own village. As head of the school still bearing his name, he gave it a unique celebrity, and for half a century a procession of boys and girls, young men and young women, passed under the influence of his trained mind, his wise discipline and strong personality. They have taken their places in the world's work, many with high honors, and all look back with respect and love for their old teacher and friend.

He was, I think, very fortunate indeed in not being left in ignorance of this affectionate remembrance, but from time to time (and notably last spring, at the celebration of the fiftieth anniversary of his wedding), his former pupils, his fellow-

townsmen, and distinguished men from all professions, have crossed his threshold to do him honor.

But he was too large a man to seclude himself in academic life. He was ever the earnest, active, thinking citizen. Although never ambitious for public office, he yet maintained an unabated interest in civic affairs, both national and municipal. He held his convictions with fearless, outspoken tenacity. We always knew where he stood, and whether we agreed with him or not, we always felt sure of the purity of his motive and that he was looking at the question from the view point of human rights and public welfare. He loved humanity, loved freedom, not only for himself, but for others, and it was this love that put him in the front rank of the anti-slavery cause in days when it cost something to take that stand. And when slavery met its doom, his philanthropic spirit still found service in defending the weak, in strengthening every social reform and in giving his help wherever the prayer of human need was heard.

It is peculiarly fitting, I think, that I should speak of his long and faithful service as a member of the Unitarian church in this place. Believing in the right of private judgment in religious matters; holding the doctrine of love to God and love to man as the very substance of religion, he lived his life consistently with that simple faith. Recognizing the need of a liberal church in this community, he became one of the founders of the

Unitarian society. Sect names meant more in those days than they do now. They sometimes meant ostracism and persecution, but such hostilities only quickened our friend's enthusiasm,and nerved his will to still stronger endeavor. In spite of taunt and criticism, he loyally stood by the little church, and steadied it with heart and hand through the perilous days of its infancy, and I am glad to say that he lived to see his own faith welcomed into the great Christian household, the church he helped to found grow strong and prosperous, and himself loved and respected by the members of every religious communion.

But behind his public work, behind his service in the counsels of the church, was the man himself, the friend, the neighbor, the rugged, frank, genial and tender-hearted personality. We mourn his death as a public loss, because his life was so interwoven with our community life. We mourn his death as a personal loss because his good-will was so catholic that he was your friend and my friend and everybody's friend. No more shall we see his stalwart figure upon our streets. Never again shall we hear his deep voice in cheerful greeting. But there remains with us the example of what, in the very best sense, I think, was a successful life, and the clear, luminous fact that we are individually and collectively better to-day because this man was our friend, and lived and loved and labored in the world. Let us, then, call this a thanksgiving hour,

and unite in the strong assurance that whatever reward God's future holds for the faithful, this manly soul has won it by right of his devotion and his service.

B

## MASSACHUSETTS SCHOOLMASTERS' CLUB. IN MEMORIAM: NATHANIEL T. ALLEN. 1823–1903

WRITTEN BY GEORGE A. WALTON, ESQ.

Nathaniel Topliff Allen, born in Medfield, Mass., September 29, 1823, died at his summer residence at Linekin, Me., August 1, 1903, having nearly completed his eightieth year. He was one of a family of five sons and three daughters, the children of Ellis and Lucy (Lane) Allen, being in the seventh generation of Allens occupying the ancestral farm and homestead, each generation being noted for longevity, rugged worth, and sterling common sense. Mr. Allen, in early life, followed the calling of his ancestors and thus laid the foundation for a vigorous constitution. After attending the public schools of Medfield, he was a student in the family school of his uncle, Rev. Joseph Allen of Northboro, and also at the Northfield Academy. With this outfit he taught school for three seasons with such success that he chose teaching for his life-work.

In special preparation for this he attended the Bridgewater Normal School, then in charge of Col. Nicholas Tillinghast, and subsequently took

a course in the Troy Polytechnic Institute. After teaching schools at Mansfield, Northboro, Northfield, and Shrewsbury, where he also taught singing schools, in 1848 he was appointed principal of the Model School connected with the Normal School at West Newton. This position he filled with marked ability for nearly six years, when, upon the removal of the Normal School from West Newton, in connection with Rev. Cyrus Peirce, the father of American Normal Schools, and by advice of Horace Mann, then residing at West Newton, he established there the institution known as the West Newton English and Classical School. Here from 1853 to 1900, a period of nearly forty-eight years, Mr. Allen gave unstintedly of his time and talents to make this school the best in New England. In the nearly one half century of its existence, more than 4,000 pupils have received its instruction. These have come from, and gone to, every state and territory of the United States and upwards of forty foreign countries.

Mr. Allen was married, March 30, 1853, to Caroline Swift Bassett, of Nantucket, who, with two daughters, Misses Fanny Bassett and Lucy Ellis, survives him. Mr. Allen always kept in touch with educational progress both at home and abroad. He was an active participant in various associations of teachers, and being debarred from attending the recent convention of the N. E. Association, actually read every one of its pub-

lished addresses. From 1869, with his family, he spent two years in Europe. Being authorized as agent of the United States Commissioner of Education, he made extensive observations of the working of foreign school systems, particularly those of Prussia, Saxony, and Nassau, a valuable report of which was published by order of the Secretary of the Interior.

While the wife and daughters of Mr. Allen, as also his three brothers, who at times were associated with him, contributed much to the prosperity of this eminently popular family school, it owes its initial and continued success as the vital and animating source of stimulation and inspiration to the thousands of youth who in maturity hold him in blessed memory, to the stern integrity, the deeply social nature, and the innate and abounding sagacity of its founder. His school was a pioneer in the working out of every new idea that a sane pedagogy advanced during its existence. It was the first in this country to establish a kindergarten, and this it continued to maintain, though at pecuniary sacrifice, till kindergartens were generally recognized. The first gymnasium in any American secondary school was erected here. Nature studies were practically taught from the first, all the pupils being taken out into the woods and fields for the study of trees and plants. Mr. Allen believed firmly in coeducation, both sexes were represented in his school, his sense of justice debarred him

from making any distinction in the pupils he received, as to race, or in their treatment as to condition. In his general lessons, he freely discussed the life and work of men and women of note, and made every public delinquency as it came to his knowledge the occasion for pointing a moral. He often met with opposition from parents of differing opinions, but he persevered in teaching whatever his judgment approved and he deemed essential to the foundation of noble manhood and useful citizenship. Character-building was to him the end of school instruction.

In the discipline of the school and of individual pupils, only the most rational means were used, but with these every emergency was fully met without loss of respect for the teacher — rather with an increase of it.

Though his school was a private institution, receiving its pupils from all parts of the world, and of course uppermost in his mind, Mr. Allen always took a lively interest in local affairs, as he did in those of the state and nation. The greatness of his heart embraced every cause and all mankind. He was president of the directors of the Newton Pomroy Home for Girls from its establishment, a director in the American Peace Society for fifteen years, a trustee of the Boston College of Physicians and Surgeons, and for a time served upon the Examining Board in Natural Science at Harvard. He was in early life an active officer in the Society

of the Garrisonian Abolitionists, and up to the time of his death a zealous advocate of woman suffrage. He was alive to all the political movements of the day, and always espoused the cause he considered right and just, regardless of party lines, or the odium he might incur.

Mr. Allen was, up to the last, a particularly active man and a familiar figure about Newton, easily ranking as one of her first, best known, and most highly esteemed citizens. His natural cheerfulness, his mirth-loving and mirth-producing nature, his abounding sympathy for those whom he could serve, his fund of incident and anecdote, his readiness at repartee, the reassuring quality in the tones of his voice, made him a companionable man, and secured for him a very large circle of friends and acquaintances. These by correspondence and by personal contact he cherished and retained as few persons are able to do.

Mr. Allen exemplified in his various activities, in his home, his school, in social and in public life, the Christian faith which he professed. To the last he was in possession of all his faculties, and finally passed painlessly and peacefully to his rest, thus closing a life which from beginning to end was a model of efficiency and completeness.

## C

## RESOLUTIONS PASSED AT THE MEETING OF THE BOOK CLUB, SEPTEMBER 30, 1903

WHEREAS: With the passing away of Mr. Nathaniel T. Allen, the Book Club loses the last of the gentlemen members of the original association, himself a member whose individual characteristics were so consonant with the organization and aims of the Club, and whose watchful devotion has served to keep the Club true to its fundamental principles, therefore,

*Resolved*, That we enter upon the records of the club our deep consciousness of obligation to Mr. Allen for the initiatory steps of the organization, for his loyal devotion, and for his contributions, formal and incidental, to its vital and continued success; moreover,

*Resolved*, That he will ever be cherished in our memory for his deep and abiding love for the truth, for his bold and uncompromising defence of whatever he deemed to be just and right; for his abounding charity and good fellowship, and for his wisdom and prudence in counsel.

While we sincerely regret that his ever cheerful and most serviceable life could not have been prolonged for still further usefulness to the world and for the continued enjoyment of his many

friends, it may, in the sense of completeness, be pronounced a finished life.

*Resolved*, That our heartfelt sympathy in their great affliction goes out, and is hereby extended, to Mrs. Allen and the other surviving members of the family.

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